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ABSTRACT

During the 1976-77 school year members of the Cooperative Research Endeavors in Education for the Deaf (CREED VII) project conducted a survey and analysis of the situation of Hispanic hearing impaired children in New York City. The demographic profile of this population, home background and language environment, the school environment, cultural factors and factors related to individual children's deafness were examined. In addition, an effort was made to determine the general characteristics of the population, in terms of language and affective functioning in school, and to understand the factors in the Hispanic child's background that affect his functioning in school. Available literature on Hispanic and other non white deaf children is briefly reviewed, and the model design, study sample, and methodology used are described in this document. The most relevant variables in the Hispanic deaf child's functioning were found to be the presence of the natural father in the home and the traditional upbringing of the parents. Project activities for the 1977-78 school year are outlined as they relate to the conclusions of the study. Survey instruments and data tables of multiple regression analyses of variables are appended to the document. (Author/GC)

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ED155292

DISCOVERING AND MEETING THE EDUCATIONAL NEEDS
OF
HISPANIC HEARING IMPAIRED CHILDREN

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U.S. DEPARTMENT OF HEALTH,
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CREED VII

Cooperative Research Endeavors in Education of the Deaf

Project: Determining Need and Developing Remedial Programs
For Deaf Children From Hispanic Backgrounds (1976-77)

Funded by: E.S.E.A. Title 1 - P.L. 89-313

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Introduction

Educating deaf children from Spanish speaking or bilingual families has been an increasing concern of schools for the deaf in New York State. With an extremely large population of Spanish speakers, centered in the New York metropolitan area and residing in increasing numbers throughout the cities in New York State, the census of children with Spanish surnames has dramatically increased in schools for the deaf. Such schools report an enrollment from 20% to over 50% of the students. The general impression has been that a disproportionate number are placed in the low achieving or learning-disabled groups in the schools.

There is a need to determine the effectiveness of our education programs for Hispanic students and to what extent the effectiveness of such programs is influenced by a different language, a different culture, lower socioeconomic status, teaching techniques and/or staff attitudes. While schools have attempted to deal with problems of educating this group of children as they arise, there has been no systematic attempt to understand the problem and develop resources and programs that could meet these students' needs.

CREED VII was proposed first as a survey and analysis to determine common educational problems and needs of children from Spanish backgrounds currently attending New York schools for the deaf. The project was also designed to assess the relevance and effectiveness of bilingual educational material (developed for educating culturally

different hearing children) for deaf children from similar backgrounds. The final stage of the project's activities is the design, implementation, and evaluation of activities aimed at meeting the needs of our deaf Hispanic students.

Review of the Literature

It is only within the past two years that the systematic study of the deaf child from a non-English language and cultural background in an English speaking setting has been undertaken. CREED VII represents the first research project undertaken in the United States of deaf children from non-English speaking backgrounds, although three similar projects were being conceptualized simultaneously but independently at the Model Secondary School for the Deaf in Washington, D.C., Trinity University in San Antonio, Texas, and at the Rhode Island School for the Deaf. In the absence of systematic studies, only limited census data and general statements of problems are available.

1. Hispanic Hearing Impaired Students in the United States

In August, 1975, the Office of Demographic Studies published a report on ethnic backgrounds in relation to other student characteristics. The enrollment of Spanish American students was given as 2,650 nationally and 641 in New York State (Office of Demographic Studies, 1975). These figures are probably low estimates since 19% of the children nationally were not reported in the survey and 14.3% of those answering the questionnaire chose not to report on the ethnic classification question. Using the information from the survey, a

closer estimate nationally would be placed at 3,780.⁽¹⁾ The New York State figure is not as easily derived, but the CREED VII survey reports a Hispanic enrollment of 632 students among the four survey schools in New York City alone.

Differences between the Hispanic and the non-Hispanic deaf students are found in the "Age of Onset" category, where 30% of all Hispanic students are reported as becoming deaf after birth, compared to 22% of the "white" population reported having an age of onset after birth. The age of onset differential is an especially significant item for educators of the deaf who are concerned about the "prelingual versus postlingual factor" and the potential acquisition of the Spanish language in postlingually deaf Hispanic children attending English language schools for the deaf.

Utilizing the 1973 Stamford Achievement Test, Special Edition for Hearing Impaired Students (SAT-HI), the Office of Demographic Studies (Jensema, 1975) did in fact establish that Spanish-American deaf students have lower achievement levels than white deaf students and, in vocabulary and reading comprehension, lower levels than the other minority groups surveyed. Noting that these figures are "consistent with what is usually found in education achievement studies involving hearing students," the author went on to observe that "it is possible that this relates, at least in part, to the use of Spanish as the principal language in the homes of some of these students." (p. 10)

One article dealing with deaf Spanish students (McCahill, 1971) outlines the situation of deaf students in Puerto Rico. McCahill states that "a general apathy seems to be the overriding attitude with little or no hope for improvement." (p. 414). The University of Puerto Rico Medical School and several BEH proposals presently being considered are trying to meet part of the need by offering programs to train teachers of the deaf in Puerto Rico. However, past and present conditions still indicate a probable educational deprivation of many deaf Puerto Rican students who enter mainland schools.

The situation confronting Hispanic families with hearing handicapped children in New York City was considered during a two day seminar in November of 1972 (Balick). The participants noted that Hispanic children often were not seen until they were over four years of age and often did not get to the proper treatment agencies. In terms of the education of deaf Hispanic children in New York City, it was recorded that there was a lack of adequate transportation for the children, that the question of which language should be used for teaching needed to be resolved, and that there was "a need for Hispanic personnel to work with hearing impaired Hispanic children in evaluation and in therapy." (2)

2. The Non-White Deaf Student

Non-white deaf students and Hispanic deaf students are related in that they share certain minority group characteristics, including

a similar low socioeconomic status and the problems that such a classification implies.

In a comprehensive article on non-white deaf persons, Bowe (1971) asked the question, "Generally, what is the effect, if any, of the additional minority group status upon these deaf persons?" (p. 357) Citing several sources, Bowe concluded that the non-white deaf are generally underemployed and undereducated. Of particular interest were the findings of Bigman and Lunde (1959) who showed that, when compared with white deaf persons, twice as many of the non-white group reported eight years or less of school attendance. It was further shown that only 9% of non-white deaf persons reported some college attendance compared to the 41% of the white group reporting some college (Schein, 1968). The undereducation of the non-white deaf group was supported by Furfey and Harte (1968) who also stated that 49% of non-white deaf persons were below average in communicating with other deaf persons and that 46% had only minimal effectiveness communicating with hearing persons. Finally, Anderson and Bowe (1972) refer to the lack of preparation of most teachers in dealing with deaf minority group students, noting that courses in minority studies are not included as part of the curriculum of the teacher training programs listed in the 1972 American Annals Directory of Programs and Services.

3. The Hearing Hispanic Child and School

The literature on the academic achievement of children of hearing Hispanic backgrounds in U.S. schools indicates the general

educational deprivation of these children. In a study of the approximately 189,000 Puerto Rican students in New York City, Cordasco (1967) states the following:

"There is evidence that the Puerto Rican youth, more than any other group, is severely handicapped in achieving an education in the New York City public schools. A study of a Manhattan neighborhood showed fewer than 10 per cent in the third grade were reading at grade level...by the eighth grade, the degree of retardation was even more severe, with almost two thirds of the Puerto Rican children retarded more than three years." (p.182)

More recent surveys (HEW, 1976; Gray, 1976; Vasquez, 1970) indicate that the situation of Hispanic hearing students has not improved during the past ten years and in many instances has worsened; when compared to other white and non-white populations, the Hispanic hearing child has lower reading scores, poses more disciplinary problems for the school, and finishes fewer years of schooling than children in any other group. Only one out of every three hearing Puerto Rican children completes high school.

4. Educational Problems Facing Hispanic Children in Mainland Schools

Most sources (Dravininkas, 1975) regard the language barrier as the most important cause of academic failure but also recognize that "socio-economic and cultural gaps are too great for the child to cross unaided" (p. 48), and that Hispanic parents in New York City are often inadequately equipped to aid their children in overcoming the barriers they encounter. The non-English speaking child who learns one language at home and must use a second language (English) in school is obviously going to experience difficulties when he first

arrives but should be expected to overcome these difficulties as he learns English. Such was the experience of the children of immigrants from other countries and the Hispanic child has been expected to respond similarly. However, Spanish Americans, particularly from Mexico and Puerto Rico, do not acquire the language and customs of the United States as quickly as overseas immigrants have: "Linguistic acculturation of immigrant groups from overseas takes possibly one or two generations, while Americanization of Mexican immigrants, if at all, has shown to take up to five generations" (Dravininkas, p. 48).

Theoretically, part of the problem is that our schools have tried to teach Spanish speaking children how to speak English before the children have acquired the most basic language concepts in their native language. The result is illiteracy in both languages, creating educational difficulties and confusion. Bernbaum (1972) suggests that the child can become a compound bilingual, having a single language system and mixing both languages unknowingly. This linguistic bifurcation makes it difficult for the child to learn in academic areas in either language and, more importantly, to ever acquire a firm grasp of language skills in English or Spanish.

Educators and parents generally agree on the importance of parental support in the education of their children, but the potential direct benefits to be derived from parental interest and contact with school personnel are minimized in mainland schools by the difference in language, the difficulties the parents experience in contacting school personnel, and the self-defeating attitudes

Hispanic parents develop in the domain of officialdom. More devastating from the child's point of view is the fact that not only do Hispanic parents find it difficult to help their children through their interaction with school personnel, but that these parents often are incapable of giving their children the direct support they need in coping with the personal problems their children develop in this country. Recognizing the problem and "the school's dependence on the support of the parents," the Chicago Board of Education reported:

"The new setting threatens and often destroys the children's personal growth and self concepts. Former sources of support are gone. The familiar cues previously used to respond to the environment are no longer available, and parents not yet in tune with the new culture and language face similar problems and can be of little help to the children."
(p. 3)

5. Findings on Bilingual Educational Programs

It is only since the Federal government addressed itself to the problems of the non-English speaking child in 1964 (Section 601 of the Civil Rights Act) and again in 1968 (Title VII) that education programs specifically designed for the Hispanic child became widely available. For the most part, these programs have addressed themselves to the bilingual/bicultural differences between the home and the school and there is presently a large body of literature on program design and implementation for non-English speaking and bilingual children (Appendix E). Unfortunately, the evaluation of such programs has been limited and there is very little useful

information on the actual success of such programs in meeting the needs of the children for whom the services are designed.

Although there is some evidence that teaching a child bilingually does not interfere with his learning English or his achievement in academic areas, there is limited data to indicate that bilingual programs enhance a non-English dominant child's chances of succeeding in an English language school. The most impressive bilingual program data comes from the "St. Lambert's Project," a total immersion experiment in which English speaking Canadian children are taught exclusively in French beginning in kindergarten. By grade four, the children are equally fluent in French and English and are not retarded in any other area.

The total immersion design is one in which the child learns and functions in school in a language which is totally different from the language of his home, in which he has a secure language base. As the child becomes fluent in the second language, he is then taught in his native language. This concept was used in the Culver City Spanish Immersion Program with some promise of success. An important aspect of the SIP is the fostering of attitudes that parents, teachers, and school personnel hold with regard to the children's chances of success: all individuals expect the children to achieve and what the children are expected to achieve is viewed as being desirable by everyone involved. As Wallace Lambert (1967) notes, "The attitudes of the child's family towards the second language group in a community in which two languages are spoken

affect the extent to which the child learns the second language. The child must want to learn the second language, and in order to do so, he must like and want to be like the members of the second language group. That is, to acquire the second language successfully, the child must adopt some of the aspects of behavior that characterize the other linguistic-cultural group." These requisites may not exist in New York City and such a total immersion program may not be applicable here.

There is limited research data from more traditional bilingual programs demonstrating that the child who is taught first in his native language eventually makes the successful transition to English. The Rough Rock Demonstration School in Arizona embodies the goals and methods of traditional bilingual/bicultural education and has met with apparent success. It is important to note, however, that the success of the program is, to some extent, due to the Navaho backgrounds of practically all school board members, teachers and children.

Summary

There is apparently very little information on the academic and affective functioning of Hispanic deaf children, but this limited body of information and related sources indicate that the deaf Hispanic child is experiencing difficulties which need to be identified and dealt with. Furthermore, there is limited information regarding the effectiveness of bilingual programs for hearing Hispanic children and no information regarding the applicability of such programs and materials for the deaf Hispanic child.

CREED VII GoalsStatement of Long Range Objectives

The purpose of the study is to support the academic and affective functioning of deaf children from New York City metropolitan area Hispanic families by the development and implementation of activities that meet their specific needs by:

1. systematically examining the needs of Hispanic children and their families through (a) a survey to determine the language, educational, cultural, demographic and interpersonal characteristics and the social, child care and educational needs of the family, and (b) an evaluation of the language, academic, social and emotional functioning of the child;
2. systematically reviewing current materials and programs designed to support the academically related functioning of children from Hispanic backgrounds;
3. developing, operating and evaluating activities supporting the academically related functioning of children from Hispanic families.

Statement of the Problem

The project's activities during the past year have centered around the survey and analysis of the present situation and the review and selection of activities for the years to come. The questions for which we have sought answers are:

1. What is the demographic profile of the Hispanic population enrolled in metropolitan New York schools for the deaf?

2. What are the general background characteristics of this population in terms of the home environment, the home language environment, the school environment, cultural factors, and factors related to the child's deafness?
3. What are the general characteristics of this population in terms of language and affective functioning in school?
4. Which factors in the Hispanic deaf child's background affect his functioning in school?

Project Activities (76-77)

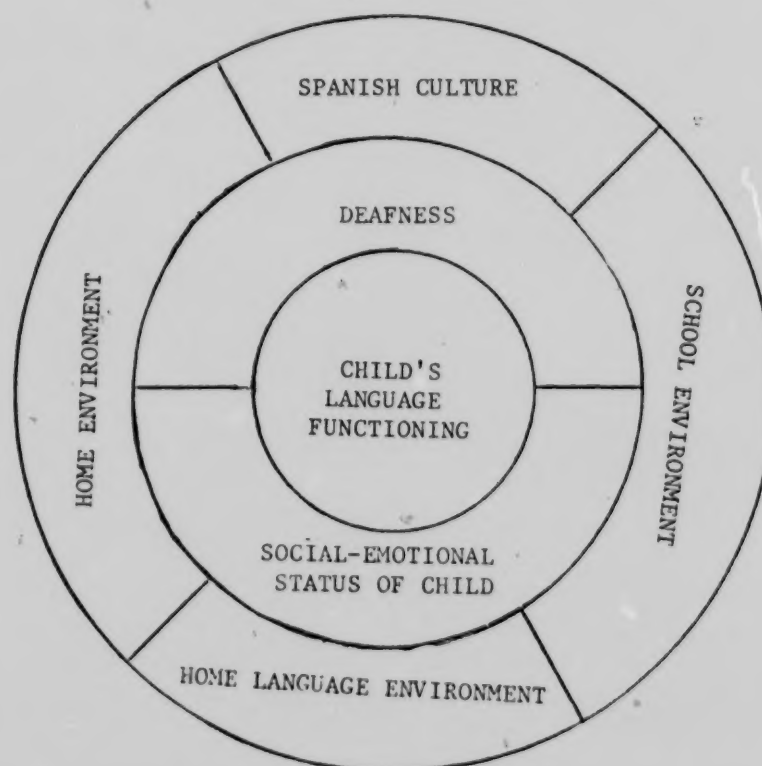
During the past year (76-77), CREED VII has examined a sample of 188 Hispanic hearing impaired and language impaired children's academic and affective functioning in school through teachers' ratings, school records, and evaluations performed by CREED VII staff. Interviews were conducted with the families of these 188 students to identify features of language and cultural background that may influence their child's school performance. CREED VII staff also met with teachers and parents of Hispanic children and reviewed and visited bilingual programs to identify those activities which might support the Hispanic child's improved performance in school.

Development of the Initial CREED VII Model

The development of a model and the detailing of various aspects lends itself to setting the directions for further literature searches and to assisting in the design of the specific instruments to be used in the evaluation.

We "chose" to consider the child's linguistic competence as the central focus in understanding his behavior. We reviewed the major inputs that affect his language functioning, either directly or indirectly. In each of the defined areas we asked, "What aspects of this area may specifically influence the child's language behavior?" From this approach we devised a series of items that we were able to connect with the central focus.⁽³⁾ This approach led us to the development of the Final Outline (Appendix E). Our next step was to decide which items were to be obtained through "global ratings," school records, teacher ratings, formal assessments of children and family interviews.

GRAPHIC REPRESENTATION OF DEAF HISPANIC CHILD'S LANGUAGE FUNCTIONING



Specifications of Areas Within the Model

1. Language Status of the Child

The child's language functioning was defined in terms of face-to-face communication: his competencies in reading and writing were not considered for the purposes of this study. Recognizing that the child was potentially exposed to two distinct language modes of communication, we chose to rate the child's communicative abilities through the following:

- a. oral English
- b. oral Spanish
- c. oral English combined with some form of manual communication (gestures, formal signs, or fingerspelling).

For each of the three ratings, we further distinguished between the child's receptive and expressive abilities.

2. Social-Emotional Status of the Child

Four major features were incorporated into our assessment of the child's social-emotional status to reflect the child's success in an academic setting, his assumption of cultural roles and his social adjustment and emotional status in school. These were:

- a. Relationships with others
- b. Orientation to school tasks
- c. Socially disruptive behavior
- d. Dependence-independence

It was felt that these features would influence not only the child's natural language development but also affect the formal language instruction the child would receive in school.

3. Spanish Culture

The questions developed by the project were designed to tap the following aspects of the culture environment: identification with Puerto Rican or other Hispanic national backgrounds, commitment to maintaining the Spanish language in the home, and fatalistic attitudes toward life. These aspects of Spanish culture had been previously described in earlier reports (Fishman, et al., 1971) as important factors in determining the relative exposures to English and Spanish in non-school settings. Also, project personnel and consultants felt that a strong identification with Spanish culture might create difficulties for the child in his school activities, both directly and indirectly. These indirect interferences might be related to the manner in which the teacher interpreted the child's seemingly "deviant" behavior.

4. Home Environment

The home environment aspect of the model was conceptualized as covering four basic areas:

- a. Parents' attitudes toward education and expectations concerning the child's future.
- b. The extent to which the family has sought assistance from other institutions.
- c. The degree of difficulty of maintaining contact between the family and the schools.
- d. The socioeconomic status of the family.

It was felt that parental attitudes and expectations would influence the amount of home support the child would receive in his education and reflect the child's view of himself, thereby indirectly affecting the child's behavior at school and his academic functioning. The aspect of parents obtaining assistance from other institutions might reflect on the functioning of the child in that successful utilization for the child's benefit might assist him in his schoolwork.

We were interested in evaluating separately the degree of difficulty of maintaining contact with institutions from the parents' attitudes toward education. While the assumption is made that lack of contact reflects lack of interest, the home situations in our group may be such that this assumption is incorrect or unfounded.

Finally, we wished to rate the social-economic status of the family as a potential influence on the child's adjustment to an essentially "middle class" school environment.

5. Home Language Environment

Most reviews of the literature indicate the paramount importance of the home language environment to the child's subsequent language competence. In our model, this was an area that included items relating to the language sources in the home for the child, the general language environment in the household, the specific nature of the communication with the deaf child and the attitudes toward English in the family. Identifying information was sought for each of the family members (age, education, place of birth, etc.)

Finally, we identified the main communicator and caregiver in the household, assuming that they would be the two main language models for the child.

6. School Environment

Three aspects of the school environment were tapped, including: a) the child's educational history, b) programs, policies or other accommodations at the school that were specifically instituted to benefit the child, and c) the teacher's attitude towards, and evaluation and placement of, the Hispanic child in the class.

7. Deafness

Aside from the direct influences on the child's language development which his deafness implies, we felt that both the circumstances surrounding the discovery of the child's deafness and the reaction to it might have an overriding influence on the child's academic functioning.

Development of Instruments

In developing the areas of the model, we were concerned with surveying all the major aspects that could affect the child's language functioning. Items were selected if they were seen as directly or indirectly relevant to this functioning. The nature of our work was to provide basic information and to survey these important areas. The development of instruments and materials was limited to this goal of a broad survey, and was not intended to be an indepth study of any specific aspect. In reviewing the different areas to be assessed, it was decided that reports rather

than long term observations would be the main means of developing our data base. Observation was, therefore, limited to the language evaluation conducted by our CREED staff and to limited observations made during the family interviews.

The main sources for these reports were to be the family and the teacher. Wherever possible, the data would be verified by overlapping questions from a number of sources. A further construct was the usefulness of information regarding the attitudes of any major person involved with the child. Where possible, we attempted to ask specific questions about the behavior rather than the attitude, since it was felt that people normally express socially acceptable attitudes even when they are not truly held by the person.

The goal, therefore, was to develop an adequate Language Assessment instrument, a Teacher Rating form, and a relatively concise Interview (Appendix C).

In addition to the areas listed above and their specific aspects, a certain number of other specific questions were also included, such as additional handicaps and reading levels, since they were important in understanding the child and in offering useful information about this group.

Selection of the Sample

We identified 765 children of Hispanic background who were students at one of the five participating schools. This group

included: 80 children (3-5 year olds)
 554 children (6-12 year olds)
 131 children (13-17 year olds)

It was decided to focus initially on those children of elementary school age and draw an initial sample of 200 from this group for evaluation and interview. Prior to the random sampling, four age groupings (6-7, 8-9, 10-11, 12) were formed and those children who were deaf (hearing loss of 82 dB or greater) were separated from those who were enrolled primarily in schools for language disordered children. The children were additionally grouped according to sex.

The Final Sample

The total sample is comprised of 188 subjects: 144 deaf and 44 language disordered children, with equal numbers of children within each age grouping. The reduction was due to our inability to locate and contact a number of the families for whom we could find no replacements. Almost 25% of the original 200 families could not be contacted. Considering the given capabilities of the project, most, not all, were replaced by other families drawn from the same group.

Results

Survey Results

The first section of the results deals with the description of the population of students and their families who attend schools for the deaf. Detailed information is presented in tabular form in Appendix A; the following is a synopsis of these results.

1. The Home

The families represented in this group are rural, poor Puerto Rican families. Compared with other survey information on other Hispanic groups, this group is more severely disabled. In an article by Padilla, Carlos and Keefe (1976), the majority of the Mexican American respondents in their study are described as native born, working, married with intact households and with available kinship groups. By contrast, 40% of the Hispanic families of deaf children in New York are on welfare, 83% are classified as on the poverty level, slightly over half have intact families, and the median educational level of the adults is sixth grade.

The parents are essentially an immigrant group, 98% having been born in Puerto Rico or other Latin countries. They arrived in their late teens or early twenties and established their families. In 35% of the families surveyed, the fathers are inaccessible.

The mother in almost all surveyed families is the main caretaker, living with her children in deteriorating neighborhoods. Very few report the presence of an available kinship group, and many of the families appear to be isolated from the social fabric of their community.

2. Home Language

On the average, most parents in our survey were brought up in a relatively traditional Spanish environment where their presence was permitted as long as they did not actively participate in the adult activities. The adults are aware of prejudices, wish to be

identified as Hispanic, attend church regularly, and want their children to learn Spanish. On the other hand, they recognize the importance of English.

In communicating with the deaf child, most parents communicate mainly through oral Spanish or through a combination of signs and gestures associated with Spanish. The main communicator (with the deaf child) is the mother in nearly two out of three homes, and one of the deaf child's siblings in most of the other homes. Eighty percent of the mothers and 40% of the siblings speak Spanish only. In contrast, parents report that their deaf child communicates through manual means with only 9% reporting that their deaf child uses oral Spanish.

Even a cursory review of the literature on deafness reveals the wide range of impaired functions and the extent of the incapacitation that is generally found in deaf adults. In the past five to ten years, the findings of a number of investigators, working independently and with different premises, have indicated that the quality of the parent-child relationship is at least as crucial in determining the ultimate level of functioning in adulthood as the absence of verbal language, the absence of the vocal-auditory apparatus as a means of communication and expression, or the absence of aural stimulation.

The deaf Hispanic child we identified has a unique communication problem. He does not know Spanish and communicates with difficulty through gestures and signs to members of his family who

speak mostly Spanish. The only language code available to him is the English he is taught in school. This problem creates greater isolation and more problems in the family relationship than exist in the average deaf child's family.

3. Child's Education and Future Expectancies

With regard to the first educational program, a very small percentage of the children started school in Puerto Rico. While we had expected that most of the children had disrupted educational experiences, the parents all indicated continuous school attendance without any major breaks (i.e., more than two months). The vast majority of the students tended to stay at the school they first attended.

The family appears to have high expectations for college for these children at all ages in contrast to the teachers who have more limited expectations, even at the youngest ages. The fact that almost 50% of the teachers report that they do not expect the child to be self supporting even when they see the child at the youngest ages indicates to the project staff that a low level of expectation exists among the teachers for these Hispanic children.

4. Parent-School Interaction

Parents appear to have some difficulty in making arrangements and finding transportation to the school. In spite of this, meetings and teacher's conferences are well attended while coursework, which involves more continuous involvement, shows much less of a percentage of parents attending. Aside from language courses, very

few of the parents participated in other parent programs offered by the school. From the parents' point of view, they felt that the administrators, supervisors and teachers were asking them to speak English and, since the vast majority of the parents speak only Spanish, this school attitude seems in conflict with what could reasonably be expected.

In general, however, parents saw the school as helpful in every way. Their rating of "general approval" seems most highly tied to their rating of the helpfulness of the school in the academic area.

5. Social-Emotional Status

The range of possible scores on the social and emotional rating scale used in our survey is 0 to 100. The range of median scores (by age) for our Hispanic children was 36 to 79. This compares unfavorably with the scores established for the pilot group on which the scale was established. In the pilot group, there was a positive correlation between age and score, older children receiving better scores. For the Hispanic group, scores decreased appreciably as the children became older. In addition, the eight through thirteen-year-old Hispanic group received a total mean score of 48, comparing with a mean score of pilot children in treatment for mental health problems of 50, and a mean score of pilot children not in treatment of 70.4.

6. Language Functioning

While the teacher sees the Hispanic child as being an average or above average student, he does not appear to be doing as well as he could. In terms of the grade level of the books the teacher assigns to the children, this seems to be far below even what would be considered the average grade level for a deaf child. The assessment of the oral language revealed that 95% of these children neither spoke nor understood Spanish. The oral abilities in English were limited, the average child understanding only simple commands. When manual communication was combined with oral English, the children were able to respond to questions and to follow somewhat more complex instructions. Severe language retardation was evinced for most of the children studied in the report.

Regression Analyses

The second phase of the analyses deals with an examination of the relationships that exist between specific aspects of the model and their influence on the language functioning of the subjects.

The scores of 130 deaf children were analysed. Language scores were standardized and scores on the Spanish segments were not used because many children did not respond to this segment of the evaluation. Three separate measures of language functioning (evaluation ratings, teacher ratings and familial ratings) were compared and correlated. A composite of the evaluator's rating was found to be the best estimate of language functioning (Appendix A, Tables 1-3).

The original survey set of 209 items was reduced for purposes of analysis to approximately 100 items. Deletions occurred in the areas of nominal data, descriptive data, redundant data, ill-defined questions and those sparsely answered. The remaining items were subjected to Factor Analysis which produced 16 composite factors. An additional 23 variables were included based upon the results of an analysis of variance.

Of the 16 factors, 3 involved dependent variables of teacher, evaluator and home language measurements. The 39 variables were subjected to regression analysis. The best possible resolution accounted for 44% of the variance and involved 12 (dependent variables) of the 39 variables.

The final regression analyses, which accounted for 44% of the variables, listed the following contributors to those variables:

1. Estimates of school helpfulness (F BROAD)
2. Amount of English at home (F ENGLX)
3. School differences (SCH 1,2,3)
4. DB loss (DBLOSS)
5. Social and emotional ratings by teachers (SOCEMZ)
6. Is natural father available? (NATPA)
7. Special class placement (SPECL)
8. Age child started school (F START)
9. Degree of Spanish media in the home (F MEDIA)
10. Presence of additional handicaps (ADHCAP)
11. Country of origin of the mother (COOMA)
12. Upbringing of the parents (F CUST)

Additionally, items such as: length of time of mother on mainland U.S. (TIMEA), number of people in the home (NPLHM), employment status (EMPSTA), and socioeconomic status based on the Hamburger scale (MONEY) are important influences on the child's language functioning.

Correlational Matrices

It is difficult to understand the meaningful relationships that emerge from a regression analysis without examining some of the interrelationships that exist between the main variables. In order to clarify these relationships, 7 main variables were examined.

1. School Is Helpful (social, physical, general, emotional, academic)

Parents' attitudes toward the school are directly related to their participation in school activities, the specific school the child attends, and the presence of a male in the household. It would appear that having a male figure in the home permits the mother to become more actively engaged and concerned about the educational needs of her child. On the surface it would appear that the school itself plays some role in the mother's involvement and positive view of the school.

2. School Differences

A significant relationship between school placement and the special class placement of the child, utilization of outside agencies, and the traditional upbringing of the parents exists. These three aspects seem to have little to do with an interaction between the school and the child, or between the school and

the parents. It is more likely that school differences represent the differences in the population that the school serves.

3. Parents' Upbringing (traditional)

Traditional upbringing is related to the absence of a male in the home, living on the mainland for longer periods of time, and having lower socioeconomic status. High correlation between traditional upbringing and school placement indicates that some schools have a greater proportion of families who are lower socioeconomically, are single parent households, and are long term residents. It can, therefore, be seen that this high relationship between the school and a traditional upbringing really reflects the differences in the types of families different schools serve. This, in part, may also account for the differences of distribution of children with additional handicaps at the different schools.

4. Amount of Time (Years) Mother on the Mainland

The relationship between the number of years the mother has been here and many other variables exists. There is a shift in the country of origin: the people who have been here longer tend to come from Puerto Rico, while the more recent arrivals come from other Hispanic countries. It also appears that those who have been here longer start their children earlier in school, and have given up certain religious activities. In other words, they become more acculturated. (An exception to this acculturation is their continuance with the Spanish language.)

5. Degree of English in Home Language Environment

The degree of English in the language environment is negatively related to the interest in and use of Spanish and is associated with the newer arrivals. This, to some degree, may be due to the shift of immigration from Puerto Rico to other Hispanic countries.

6. Natural Father Is Available

This demonstrates the importance of the natural father to the socioeconomic conditions of the family. If the family is intact they are on a higher socioeconomic level and do not have to become involved with other governmental agencies for the welfare of the family. Interestingly, the two parent family appears to be able to acculturate more rapidly than the single parent family, which seems to be more isolated.

7. Placement in Special Class

The special class placement is highly related to the presence of an additional handicap, the school attended, and the time advice was sought for the child.

Summary

It seems clear from the picture presented by these 7 variables that different schools have different student populations and that the most highly relevant variables are: the presence of the natural father, which changes the socioeconomic level and permits the mother to be more accessible to the child; and the traditional upbringing of the parents, which influences their language usage and their involvement with the child as well.

The first feature has to do with the presence or absence of a father. If the father is not available, most of the influences on the child's language functioning are related to the mother's ability to cope with her general environment. If the father is available, then other aspects of the household become more important to an understanding of the child's functioning.

The second feature has to do with the degree of tradition in the household. The more traditional the background of the parents, the less they are involved with the educational needs of the child, being more concerned with the basic child care aspects. The following outlines the major groups of variables and factors that influence language functioning:

1. In the intact homes, high language functioning is associated with:

- Mothers from other Hispanic countries (not P.R.)
- More English spoken in the home
- More English media used
- Less Spanish spoken
- Mothers who are in U.S. longer
- Better hearing
- No additional handicaps
- More contact and positive views toward the school
- Geographical differences
- High social and emotional scores
- Employment of the father

2. In homes where the father is absent, it appears that the potential positive impact of many of the above factors is reduced. Instead, high language functioning is more directly related to:

- No additional handicaps
- High social and emotional scores
- Economic stability (employed adult in home)

3. The lower language functioning of deaf children whose parents have traditional upbringing is associated with:

- Less interest in school (U.S.)
- Non-attendance of school activities
- Starts children later in first school
- Sees less communication with deaf child
- More agency contact
- More welfare
- Lower socioeconomic status
- Shorter time in New York
- Less sensitive to original problem of handicap

Project Activities (77-78)

There are two segments of the CREED VII activities which will be in operation during the next years of the project. The first involves the implementation of activities designed to meet the needs of our Hispanic deaf population. The second involves the determination of whether the activities implemented actually contribute to meeting the needs of the child.

Activities to Meet the Needs of Hispanic Deaf Children

Having identified needs which are related to the intactness of the Hispanic family and the level of assimilation of the parents, it is apparent that our first step will be the design and implementation of an instrument which will categorize children according to their family structure and assimilation.

Having identified four groupings of children,* we must then utilize the input of school records and discussions with parents and school personnel in order to determine which of the suggested

* Home intact, assimilated -- home intact, traditional --
fatherless home, assimilated -- fatherless home, traditional

CREED VII activities are appropriate for any of the estimated 800 children in our schools.

The areas of activities suggested to meet the needs of Hispanic deaf children are:

1. Parent Counseling - Once the school has established regular contact with a family, the specific needs of that family will determine what the nature of the parent-school relationship will be. One area of concern to school personnel that is related to the family groupings we have identified is that of parent-child language communication. For those families (and especially for those mothers), counseling in terms of the importance of relating directly to the child verbally will be given followed by instruction in terms of the means by which the parent-child relationship can be expanded. The form of the instruction will depend on the family's and child's resources and abilities to benefit from language instruction. Those families with the greatest resources and interest would appear to benefit most from a program designed to teach parents functional English. Parents who for various personal or economic reasons would have difficulty in learning English would appear to benefit most from a program in functional sign language. Finally, for those parents who have the fewest resources and abilities, teaching the children functional Spanish appears to be the most efficient means of establishing a communication bridge between the mother and the child.

A second level of parent counseling involves those parents who demonstrate very little interest in working with the school and who appear to contribute little to their child's education. This lack of involvement with the child's school appears to be related to the lower socioeconomic status of the family and the overwhelming difficulties these families experience on a day to day basis. For these families, actual guidance in parenting would be appropriate. In addition, peer group interaction between parents would be fostered to dispel the impression of isolation many of these parents have and to serve as a forum in which to exchange ideas and lend support.

Finally, a coordinated program of involving Hispanic parents in the education of their children would involve educating parents about the nature of their child's handicap, why the child is placed in a particular program, how parents can help their child at home, and how the parents can utilize the school for their child's benefit.

2. Teacher Counseling - Our findings establish an apparent need to raise teacher expectations for their Hispanic children and to dispel the impression that parents are unwilling to take part in the child's education. The first level involves workshops in which the teachers are made aware of the CREED findings in terms of the expectancies of parents and teachers, the children's backgrounds, and the difficulties parents experience in working with the school. The second level involves

working with teachers to recognize the specific needs of individual children and to learn what specific activities are appropriate to meet these needs. Such activities might revolve around culturally related behaviors of the children or an emphasis on acknowledging and accepting the child in terms of his cultural background. The final level involves training teachers to work with Hispanic parents in terms of gaining insights and advice concerning the child's needs, working with parents on the child's schoolwork, and maintaining an effective parent-teacher relationship.

3. Classroom Activities - As has already been stated, classroom activities for Hispanic deaf children will involve teaching some children Spanish and, in general, recognizing and utilizing the child's cultural background to improve his affective and academic functioning in school.
4. Parent Outreach - One of our primary goals will be to contact those parents whom the schools or CREED personnel have not been able to reach, determine what their home situation is, and set the groundwork for an ongoing contact between these parents and the school. At this point, the CREED VII staff has the impression that those families which we have not been able to contact are the ones with the greatest needs.

Program Location and Personnel

Part of the recommended activities will be centered at the project headquarters at the Lexington School while other activities

will be located at the individual participating schools. The parent outreach program will be based at the project headquarters with a parent contact person working with parents from each of the schools. The teacher training program will also be centered at the Lexington School with the individual in charge conducting the workshops, and visiting schools and teacher training programs as needed.

Parent counseling, language classes, and interaction groups will be centered at the individual schools. Personnel will be determined by individual schools and available staff, but the need for bilingual social workers and psychologists is projected. Although one person may be required to service more than one school, his activities will still be centered at the schools he is servicing.

The classroom activities, centering around the incorporation of the Spanish cultural background into the classroom and the teaching of functional Spanish to some of the children, will require a bilingual teacher and paraprofessional for each class. The activities of the teachers and aides will naturally be centered in the schools at which they will be working, but these individuals may also be required to come to the project headquarters to plan programs or take part in workshops.

Program Evaluation

The second segment of the coming year's activities will be the evaluation of the programs implemented. Although the specific instruments to be utilized and the control groups have not been determined at this point, it is clear that each child receiving

services will be tested prior to taking part in our project and after the project has been in operation for a year. Such an evaluation will be in terms of language, achievement, and affective functioning and in greater depth than was obtained during the survey portion of the project. Although some standardized instruments may be utilized in their present form, most of our instruments will need to be project developed.

Footnotes

- ¹ Excluding the 14.3% not reporting ethnicity, 7% of the reported children nationally were Hispanic. Applied to the total enrolled population of 54,000 children under 15, we arrive at a figure of 3,780.
- ² Sylvia Balick, 1972, pp. 20-21. A survey found "at least 30 to 50 children in the Bronx (were) not being seen in schools for the deaf because of lack of adequate transportation. Children in Brooklyn (were) travelling as long as three hours on the bus in the morning and again in the afternoon because of lack of transportation."
- ³ There has been an attempt to look beyond some of the more general aspects to understand what might be considered the specific influences. It is clear from our review of the literature that specific behaviors occur in the home and school that are related to socioeconomic status. These behaviors can influence the child's language functioning.

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APPENDICES

APPENDIX

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APPENDIX A

List of Tables

TABLE

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TABLE I. - DISTRIBUTION OF THE STUDENTS BY SCHOOL
(6 through 12 years old)

SCHOOL	TOTAL HISPANIC STUDENTS		SAMPLE FOR STUDY	
	#	%	#	%
J.H.S. 47	233	42%	75	40%
St. Joseph's	101	18%	39	21%
St. Francis	69	13%	20	11%
Lexington	28	5%	10	5%
SLHIC*	123	22%	44	23%
Totals	554	100%	188	100%

TABLE II. - DISTRIBUTION OF SAMPLE BY SCHOOL AND AGE

SCHOOL	A G E S				TOTAL
	6-7	8-9	10-11	12	
J.H.S. 47	13	20	26	16	75
St. Joseph's	11	8	7	13	39
St. Francis	10	3	3	4	20
Lexington	2	5	-	3	10
SLHIC*	10	12	11	11	44
Totals	46	48	47	47	188

* SLHIC (School for Language and Hearing Impaired Children)

TABLE III - LANGUAGE EVALUATION SCORES BY AGE AND RATERS

A. Means by Age, Mode, Rater

		EVALUATORS' RATINGS				TEACHERS' RATINGS			
		6-7	8-9	10-11	12	6-7	8-9	10-11	12
OR	Mn.	6.80	7.86	9.36	9.86	3.11	6.05	5.44	5.13
	SD	5.00	3.45	4.91	4.59	5.14	7.30	7.38	6.37
OE	Mn.	7.36	8.25	8.41	10.22	2.08	3.94	3.75	3.63
	SD	3.37	2.66	3.28	3.78	3.90	5.69	5.10	5.55
CR	Mn.	13.00	12.13	13.55	14.80	18.27	18.27	18.61	18.77
	SD	5.51	5.44	5.36	5.21	3.64	3.70	4.00	2.87
CE	Mn.	10.13	10.58	10.69	13.00	9.61	11.11	10.58	12.58
	SD	2.68	3.11	3.17	3.87	4.36	4.84	4.45	5.12

B. Comparison of Overall Means by Raters

	OR	CR	MD	OE	CE	MD
Evaluators	10.5	17.1	6.24	9.6	12.4	2.70
Teachers	3.2	19.5	15.83	1.9	11.0	11.51

KEY

OR - Oral Receptive
 OE - Oral Expressive
 CR - Combined Receptive
 CE - Combined Expressive
 Mn. - Mean
 SD - Standard Deviation
 MD - Differences between means

TABLE IV - INTERCORRELATIONS OF LANGUAGE RATINGS BY MODE

A. Evaluators' Ratings

	OR	OE	CR
OE	.7039		
CR	.5198	.2174	
CE	.5966	.5647	.7212

B. Teachers' Ratings

	OR	OE	CR
OE	.8127		
CR	.1767	.1081	
CE	.4262	.4006	.5771

KEY

OR - Oral Receptive
 OE - Oral Expressive
 CR - Combined Receptive
 CE - Combined Expressive
 Mn. - Mean
 SD - Standard Deviation
 MD - Differences between means

TABLE V. - MEAN & MEDIAN SOCIAL-EMOTIONAL RATINGS BY AGE & GROUP

AGE GROUP	CREED VII SAMPLE		TOTAL PILOT STUDY SAMPLE Mean ($\bar{X}$)
	Median Score (50%)	Mean ($\bar{X}$)	
6-7 year olds	79	69	70
8-9 year olds	57	56	64
10-11 year olds	54	48	} 81
12 year olds	36	40	
In Mental Health Treatment (5-18 year olds)			50
Not in Mental Health Treatment (5-18 year olds)			70

TABLE VI. - BACKGROUND CHARACTERISTICS OF PARENTS BY STUDENT AGE

	MOTHER			FATHER		
	6-7 y.o.	12 y.o.	Total	6-7 y.o.	12 y.o.	Total
Parent is present in the home	97%	95%	96%	58%	44%	48%
Parent inaccessible	-	-	-	31%	39%	35%
Parent is a hearing person	100%	97%	99%	100%	100%	100%
Median age (in years)	30 y.o.	35 y.o.	34 y.o.	35 y.o.	39 y.o.	39 y.o.
Born in Puerto Rico	91%	86%	86%	83%	83%	80%
Born in other Hispanic countries	9%	14%	14%	17%	17%	20%
Comes from a rural background	63%	54%	58%	56%	50%	57%
Median time in mainland U.S. (in years)	11 yrs.	15 yrs.	13 yrs.	13 yrs.	18 yrs.	16 yrs.
Highest Education Level Attained						
Elementary schooling (0-6 years)	23%	32%	30%	52%	25%	31%
High school (7-12 years)	62%	57%	53%	24%	45%	43%
High school graduate	6%	11%	8%	19%	15%	16%
Some college	3%	0%	3%	0%	10%	4%
Vocational schooling	6%	0%	3%	5%	5%	6%

TABLE VII. - CURRENT DEMOGRAPHIC CHARACTERISTICS OF THE FAMILY
BY STUDENT AGE

	6-7 y.o.	12 y.o.	Total
Socioeconomic Status of Household			
Professional and/or managerial	5%	8%	8%
Skilled and/or semi-skilled	31%	31%	30%
Unskilled and/or unemployable	64%	61%	62%
One or both adults currently employed	30%	39%	37%
Family is on welfare	40%	53%	48%
Family is classified below poverty level	83%	75%	83%
Gets assistance from community agencies	17%	92%	87%
Condition of the Neighborhood			
Well maintained	20%	20%	17%
Changing	14%	33%	26%
Deteriorated	67%	47%	57%
Grandmother is present in household	14%	3%	5%
Child's main caretaker is:			
Father	3%	3%	2%
Mother	92%	94%	96%
Grandmother	3%	3%	1%
Main sibling	3%	0%	1%
Number of children in home:			
Only child	6%	19%	7%
1 - 2 siblings	50%	33%	47%
3 or more siblings	44%	47%	46%
Has other deaf siblings	6%	3%	5%

TABLE VIII. - PARENT ATTITUDES AND UPBRINGING BY STUDENT AGE

	6-7 y.o.	12 y.o.	Total
Puerto Rican People Have It Harder Here	50%	64%	58%
Prefers to Be Called Puerto Rican (than American)	92%	92%	91%
Goes to Church Regularly	69%	64%	65%
When Informant Was a Child:			
Allowed to stay when parents had company			
Always	51%	40%	43%
Sometimes	17%	6%	7%
Never	31%	54%	50%
Allowed to talk in conversation with company			
Always	43%	35%	37%
Sometimes	14%	9%	6%
Never	43%	56%	57%
Allowed to contradict parents			
Always	2%	6%	9%
Sometimes	29%	9%	10%
Never	69%	86%	81%
Wants Child to Learn Spanish	97%	94%	98%
Spanish Should Be Taught in School	89%	94%	92%
English Is Important for Child to Learn	97%	100%	99%

TABLE IX. - HOME LANGUAGE ENVIRONMENT BY STUDENT AGE

	6-7 y.o.	12 y.o.	Total
Reads newspapers:			
Spanish only	36%	14%	29%
English only	28%	25%	27%
Both Spanish & English	28%	39%	32%
Watches T.V. in:			
Spanish	14%	22%	16%
English	83%	78%	81%
Listens to the radio in:			
Spanish	61%	61%	59%
English	31%	33%	36%
Reads magazines:			
Spanish only	31%	31%	29%
English only	8%	19%	12%
Both Spanish & English	36%	22%	30%
Attends religious ceremonies in Spanish	75%	56%	66%
Spanish used for interview	95%	92%	94%
Spanish spoken among family during interview	95%	83%	90%
Spanglish/code switching occurred during interview	28%	28%	25%
Family spent extended periods in Puerto Rico	6%	3%	4%
Family goes on vacation in Puerto Rico	33%	42%	38%

TABLE X. - PERCEIVED COMMUNICATION IN THE HOME BY STUDENT AGE

		MOTHER			FATHER			MAIN SIBLING			DEAF CHILD			
		6-7	12		6-7	12		6-7	12		6-7	12		
		y.o.	y.o.	Total	y.o.	y.o.	Total	y.o.	y.o.	Total	y.o.	y.o.	Total	
How Family Member & Deaf Child Communicate														
Mainly oral Spanish		22%	32%	32%	26%	29%	30%	16%	3%	11%	19%	3%	9%	
Mainly oral English		8%	6%	10%	4%	14%	13%	9%	10%	15%	3%	8%	9%	
Oral English & Spanish		14%	15%	11%	22%	14%	12%	19%	31%	21%	6%	6%	3%	
Some manual (with oral language)		47%	47%	42%	39%	43%	44%	53%	55%	50%	69%	78%	75%	
Some gestures (with oral language)		8%	0%	5%	9%	0%	1%	3%	0%	3%	3%	6%	4%	
Main Communicator with Deaf Child														
Speaks Spanish only		69%	44%	59%	8%	6%	6%	22%	48%	34%	-	-	-	
		83%	83%	83%	77%	68%	77%	58%	31%	42%	-	-	-	
		6-7 12												
		y.o. y.o. Total												
Deaf Child is Understood by:														
Family		94%	78%	86%										
Relatives		68%	56%	60%										
Visitors		61%	44%	51%										
Hearing peers		78%	72%	72%										

TABLE XI. - EARLY DEVELOPMENTAL & EDUCATIONAL CHARACTERISTICS
BY STUDENT AGE

	FAMILY REPORT		
	6-7 y.o.	12 y.o.	Total
Child Born in Puerto Rico	17%	17%	17%
Child Born on Mainland (U.S.)	83%	83%	83%
Child's Age at Discovery of Child's Deafness			
0-12 mos.	61%	55%	54%
13-24 mos.	17%	25%	23%
25-36 mos.	11%	17%	16%
37+ mos.	11%	3%	7%
Child's Age When Advice Was Sought Regarding Deafness			
0-12 mos.	54%	67%	59%
13-24 mos.	17%	8%	15%
25-36 mos.	14%	22%	17%
37+ mos.	14%	3%	9%
Parent Reacted Normally to Discovery of Deafness	92%	89%	92%
Advice of a Spiritist Was Sought	11%	8%	12%
Hearing Loss of Child			
below 81 dB	6%	19%	15%
82+ dB	94%	81%	85%
Has Additional Handicaps	44%	65%	49%
Child's Age When Education Was Started			
0-24 mos.	11%	8%	8%
25-36 mos.	28%	36%	28%
37-60 mos.	55%	36%	53%
60+ mos.	6%	20%	11%
Child's First Educational Program Was in Puerto Rico	0%	8%	5%
Child's First Educational Program Was at a Clinic	8%	6%	6%
Child's First Educational Program Was at a School	92%	94%	93%
Child Had Continuous School Attendance	100%	100%	99%
Number of Schools Child Attended			
One	89%	72%	72%
Two	11%	19%	20%
Three	0%	3%	6%
Four+	0%	6%	2%
Child's Deafness Caused Major Family Change	33%	56%	48%
Willing to Move to Help Child	83%	75%	81%

TABLE XII. - FUTURE EXPECTATIONS FOR DEAF CHILD BY STUDENT AGE

	FAMILY REPORT			TEACHER REPORT		
	6-7 y.o.	12 y.o.	Total	6-7 y.o.	12 y.o.	Total
Deaf Child Will Be Self Supporting	81%	72%	75%	50%	68%	51%
Level of Education Child Will Complete:						
At least thru High School	59%	34%	42%	63%	33%	51%
At least thru College	38%	56%	47%	4%	3%	6%
At least thru Vocational School	3%	9%	11%	33%	64%	43%

TABLE XIII. - TEACHER'S EVALUATION OF CHILD'S FUNCTIONING BY STUDENT AGE

	TEACHER REPORT		
	6-7 y.o.	12 y.o.	Total
Academic Performance is Average or Above for Class	58%	63%	61%
Behavioral Functioning is Average or Above for Class	90%	81%	76%
Child Does as Well as He Can	61%	42%	49%
Grade Level of Books Child Can Read in School			
Reading readiness	52%	16%	24%
Primer	45%	16%	36%
1st grade	3%	25%	17%
2nd grade	0%	36%	21%
3rd grade or above	0%	6%	2%
Parents Are Interested and Involved in Child's Education	58%	50%	48%

TABLE XIV. - PARENTAL INTEREST AND INVOLVEMENT IN EDUCATION
BY STUDENT AGE

	PARENT REPORT		
	6-7 y.o.	12 y.o.	Total
Education is Necessary for Getting a Good Job	97%	100%	98%
Parent Willing to Attend Parent Meetings	81%	100%	89%
Parent Goes to Parent Meetings Frequently	69%	64%	59%
Attends Teacher Conferences Frequently	83%	75%	75%
Has Some Difficulty with Public Transportation	58%	58%	60%
Must Make Arrangements at Home to Visit School	69%	66%	67%
School Courses for Parents:			
Willing to take special courses	89%	86%	89%
School offers courses for parents	86%	75%	82%
Took courses			
Sign language	44%	42%	39%
English	14%	8%	12%
Child Care	0%	6%	2%
Communication and Language	0%	6%	2%
Child Development	0%	3%	1%
Other	0%	3%	0%
School Asked You to Speak English to your Child	81%	61%	69%
Followed the School's Suggestion	30%	25%	25%
Agreed with the Suggestion	20%	25%	24%
The School Helps My Child			
Generally	92%	97%	93%
Academically	94%	100%	98%
Socially	92%	94%	87%
Physically	89%	75%	78%
Emotionally	92%	89%	87%

APPENDIX B

FINAL OUTLINE OF AREAS TO BE CONSIDERED IN THE MODEL OF CHILDREN FROM HISPANIC BACKGROUNDS

I. Language Status of the Child

A. Language Use

1. Language(s) used by the child
2. Situations determining language used by the child

B. Child's Mode of Communication in Language(s) Used

C. Child's Competence in the Language(s) and Mode(s) of Communication Used

II. Social-Emotional Status of the Child

A. Child's Social-Emotional Status at School

1. Social interaction with people at school
2. Child's success in school
 - a. perseverance
 - b. anxiety
 - c. independence
3. School's evaluation of child's social adjustment and emotional status

III. Spanish Culture

A. Factors in Background of Family Affecting Cultural Considerations

1. Parents' and/or siblings' identification with national origin
2. Family's status in country of national origin

B. Cultural Factors Affecting the Parents' Functioning with the Child

1. Parents' views of roles in the family
2. Methods used in disciplining children

IV. Home Language Environment

A. Patterns of Communication in the Family

1. Description of family members in terms of language
 - a. competence
 - b. language used with deaf child
 - c. amount of communication with deaf child
 - d. attitudes toward learning English
2. Avenues of communication in the home

IV. Home Language Environment (continued)

B. Patterns of Residence in Terms of Travel Between the U.S. and the Family's Native Country

C. Language of Materials in the Home

V. Home Environment

A. Description of Family Members

1. General characteristics

- a. ages
- b. relation to child
- c. absence of one or both parents
- d. number of siblings

2. Child's major caregivers

3. Parents' education

4. Parents' place of birth and/or childhood

B. Patterns of Residence (family including child)

1. Child's place of birth

2. Number of years in U.S.

3. Intervals of U.S. residence

C. Economic Factors

1. Income

2. Source of income

D. Street Environment

1. Description of neighborhood in which child lives

E. The Family and Institutions

1. Parents' contacts with the school

2. Parents' use of social agencies

3. Parents' attitudes toward social agencies

4. Travel considerations

VI. School Environment

A. Patterns of School Enrollment

1. Age at which child entered school

2. Total number of years in U.S. schools
and intervals of absence

3. Number of years in schools outside U.S.

4. Attendance

VI. School Environment (continued)

- B. School's Accommodation of Hispanic Children and Families
 - 1. Percentage of Spanish children in the school
 - 2. Number of Spanish speaking personnel at school
 - 3. Presence of interpreters
 - 4. Language program at school
 - 5. Tests which accurately evaluate the child's language abilities
- C. The Teacher's Relationship with the Hispanic Child
 - 1. Teacher's expectations of success for the Spanish child
 - a. placement of child in special programs or groups
 - 2. Teacher's level of competence in English, Spanish and sign

VII. Deafness

- A. General Considerations
 - 1. Audiometric factors
 - 2. Etiology
 - 3. Age of discovery
 - 4. Probable age of onset
- B. Role of Parents of Deaf Child
 - 1. Initial reactions to child's deafness
 - 2. Present attitudes toward deaf child and/or deafness
 - 3. Additional handicapping factors

APPENDIX C

CREED VII Survey Instruments

Form

1. Initial Questionnaire-H
2. Evaluator's Survey of Face-to-Face Communication
3. Family Interview (English Version)
4. Teacher Rating of Social and Emotional Behaviors
5. Teacher Rating of Face-to-Face Communication
6. Teacher Rating of Child's Functioning in School
7. School Records Questionnaire
8. Code Sheet for Deaf Sample

QUESTIONNAIRE - H

Please complete the following information for each Hispanic child in your program:

- Vocabulary score: _____ Math concepts score: _____
Reading comprehension score: _____ Math computation score: _____

- English only _____ Spanish only _____
 Language other than English only _____
 English and any other language (bilingual) _____
 Don't know _____

- | | |
|---|-------|
| Unemployed | _____ |
| Operative, Service Worker, Laborer | _____ |
| Blue collar, Craftsman, Foreman | _____ |
| Self-employed, White collar, Clerk, Secretary | _____ |
| Salesman, Sub-professional | _____ |
| Professional, Manager, Official | _____ |
| Don't know | _____ |

SURVEY OF FACE-TO-FACE COMMUNICATION

CREED VII

11/76

CHILD # _____

SCHOOL _____

DATE OF EVALUATION _____

TEACHER _____

EVALUATOR _____

RECORDER _____

(Directions: Check the appropriate column when the child responds correctly.)

ENG. ORAL	ENG. COMB	SPAN ORAL	(E - EXPRESSIVE; R - RECEPTIVE; T - TEACHER RESPONSE)
			1R. Response to "Hi." (2)
			2R. Response to "Sit down." (14)
			2T. Response to "Sit down." (14)
			3E. Reaction to balloon. (21)
			4E. Comment on balloon. (21)
			5E. Imitation of placing blocks in box. (14a)
			6E. Imitation of block stacking. (14b)
			7R. Response to "Give it to me," plus gestures. (10)
			8R. Response to "Who is it?" (8PR)
			8T. Response to "Who is it?" (8PR)
			9E. Names pictures in response to "What's that?" (22)
			a. shoe
			b. ball
			c. baby
			10E. Imitation of 2 of 5 words. (23)
			11R. Response to verbs, sleep or run. (8PR)
			11T. Response to verbs, sleep or run. (8PR)
			12R. Response to names of 2 out of four buildings. (8PR)
			13R. Responds to opposite descriptive words. (8PR)
			14R. Response to function questions: (21)
			a. "Show me what mother cooks on."
			b. "Show me what you wear on your feet."
			c. "Show me what you read."
			15R. Identification of big and little. (23)
			16E. Uses singulars and plurals to identify pictures. (34)

ENG. ORAL	ENG. COMB	SPAN ORAL
		17R. Response to names of specific toys; truck, doll, block, car (2 of 4). (8PR)
		18E. Response to "What do you wear on your feet?" (31)
		19R. Response to "Show me the (cup/shoe/spoon). (2 of 3) (5)
		20R. Response to "Get the car," or "Pick up the car." (12)
		21R. Response to "Put the car on the paper." (12)
		22R. Response to "Give me the car," or "Give it to me," without gesture. (12)
		23R. Response to "Put the block in the box." (17)
		24R. Response to "Put the block on the box." (17)
		25E. "No," response to question, "Do you have a block.?" (29)
		26R. Response to "Give me the block and the shoe." (26)
		27R. Response to "Give me the block and put the shoe on the floor." (27)
		28R. Response to "Put one car in the box." (28)
		29E. Response to "What is a stove for?" (39)
		30R. Response to "Give me three blocks." (40)
		31R. Response to "Stand up. Walk back to your class." (39)
		32E. Combines 2 or 3 words.
		33E. Uses verb phrases.
		34E. Uses prepositional phrases.
		35E. Uses adjectives.
		36E. Uses adverbs.
		37E. Uses negatives.
		38E. Uses possessive pronouns.
		39E. Uses quantitative words.
		40E. Uses past tense.

CREED VII - FAMILY INTERVIEW

AGREEMENT FORM

I understand that the information obtained from this interview is confidential and will only be available to the CREED VII staff. I also understand that neither my name nor that of my child will be used by the CREED VII Project.

Signature of Parent or Guardian

Signature of Interviewer

Date

Address

AGREEMENT FORM

ACUERDO SOBRE LAS CONDICIONES DE LA ENTREVISTA

Tengo entendido que la información obtenida a través de esta entrevista es confidencial y SOLAMENTE será utilizada por el personal del proyecto CREED VII.

También tengo entendido que ni mi nombre ni el de mi hijo (a) serán utilizados en ningún momento por el proyecto CREED VII.

Firma del Padre o Guardián _____

Firma del Entrevistador _____

Fecha _____

Dirección _____

Family Interview -2

MEMBER OF HOUSEHOLD	Code for MCG or best Comm.	NAME	Blood Rel.	Pres. <3yr. 0 Pres. >3yr 1 Ab 3yr acc 2 Ab 3 yr inac cessible 3 Ab 3yr acc 4 Ab 3yr inac cessible 5	AGE	Hearing status	Country
			Yes 0 No 1			H 0 HH 1 D 2 DA 3	PR 0 US 1 Hisp 2 Oth 3 Da 4
Father	0		2:0	4	12	16	21
Father surrog.	1		2:1	3	12	16	22
Mother	2		5:0	7	13	17	23
Mother surrog.	3		5:1	6	13	17	24
Grandmother	4		Nat 0			18	
			Fost 1 Adop 2				
Deaf Child			8	10	14		25
Child	5		9	11	15	19	
Adult uncle aunt other	6 7 8					20	
MCG			48		49	50	51
Best Comm.			57		58	59	60

MEMBER OF HOUSEHOLD	Code for MCG or best Comm	Urban or Rural	0 1	How Long Here	Educ.	Lang.	47	56 Best Comm	65 Main Sib	Mode of	If Oral
					None 0 1-6 1 7-12 2 HS 3 Col 4 Voc 5 Da 6	Home Span 0 Eng 1 Both 2 Oth 3 Da 4				comm.	Eng 0 Span 1 Both 2 Oth 3 Da 4
Father	0	26		30	35	39				66	73
Father surrog.	1	27		31	36	40				66	74
Mother	2	28		32	37	41				67	75
Mother surrog.	3	29		33	38	42				67	76
Grandmother	4					43				68	77
Deaf Child											
Child	5			34		44				69	78
Adult uncle aunt other	6 7 8					46				70	79
MCG		52		53	54	55				71	80
Best Comm.		61		62	63	64				72	81

Family Interview -3

- 1- How many people live in the home?
(Obtain names).
- 2- (To the father, if present) - Are you the child's natural father?
- 3- (If "no") - How long have you been living in the home?
- 4- (If natural father is absent) - How long has the father been absent?
- 5- (To the mother, if present) - Are you the child's natural mother?
- 6- (If "no") - How long have you been living in the home?
- 7- (If natural mother is absent) - How long has the natural mother been absent? Is she accessible?
- 8-9 Are any of the children adopted or foster children?
- 10-11 (If adopted or foster) - How long have they been in the home?
- 12-15 Obtain ages for all members of household.
- 16-20 Is anyone else in the household deaf or hard of hearing? (Check hearing status for all members of household).
- 21-25 Obtain country of origin for father, mother, and deaf child.
- 26-29 Obtain type area (rural-urban) for father and mother.
- 30-34 How long have you been living in this country? (For all members of the household not born and raised in the U.S.).
- 35-38 How many years of school did you complete? (For all members of the household except children).
- 39-46 What language do you speak in the home most of the time? (For all members of the household).
- 47- Who spends the most time taking care of the child (feeding, dressing, entertaining him, etc...)? (Main Care Giver). See manual.
- 48-55 If main care giver (MCG) is not a member of the household, obtain all information (age, hearing status, place of birth, etc.).
- 56- Who is best at talking to the child and making him understand things? (Best Communicator). See manual.
- 57-64 If Best Communicator is not a member of the household, obtain information.
- 65- Which one of the children does the deaf child spend the most time with, looks up to, imitates, etc...? (Main sibling).
- 66-72 What mode of communication do you use in communicating with the child? (Check oral, manual, gestures or as many modes as necessary for all members of the household including MCG and Best Communicator). See manual.

Family Interview -4

- 73-81 If oral mode is used, what language do you use with the child ? Spanish, English, both, or other. (For all members of the household including MCG and Best Communicator).
- 82- List total number of children in household.
- 83- Indicate position of child among siblings.
- 84- List number of hearing siblings.
- 85- List number of deaf siblings.
- 86- Aside from vacation, has the child spent periods of one month or longer in P.R. or any other Hispanic country? How many? See manual.
- 87- Does the child spend vacations in Puerto Rico? (Often, sometimes, never).

WORKING MEMBER OF HOUSEHOLD	Employment Status		How Long Unemployed		Present Job (Refer to category list)	Time At Present Job		If 6 mos. State Previous Job (Refer to category list)	How Long At Previous Job	
	E U W Na	0 <u>1</u> <u>2</u> <u>3</u>	2 mos. 2-12 12 + Na	0 <u>1</u> <u>2</u> <u>3</u>		<6 mos. >6 mos. Na	0 <u>1</u> <u>2</u>		<6 mos. >6 mos. Na	0 <u>1</u> <u>2</u>
FATHER OR FATHER SURRE.	90		91		92	93		94		95
MOTHER OR MOTHER SURRE.	96		97		98	99		100		101
OTHER	102		103		104	105		106		107
OTHER										

Family Interview -5

89	INCOME PROFILE OF FAMILY See manual.	Traditional F=bread winner Mother and father work Mother bread winner Other bread winner Nobody empl. Other	0 <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u>
92	JOB DESCRIPTION (Father)		
98	JOB DESCRIPTION (Mother)		
104	JOB DESCRIPTION (Other)		
108	OTHER SOURCES OF INCOME	None Money sent Work at home Odd jobs Babysitting Other	0 <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u>
109	OWN BUSINESS	Yes No	0 <u>1</u>
110	APPROXIMATE INCOME	5 - 10,000 10,000 - 15,000 15,000 + Na	<u>1</u> <u>2</u> <u>3</u> <u>4</u>
111	General Income Profile		

Family Interview -6

- 89- Income profile of family.
- 90- To father (if present), are you currently employed?
If unemployed
- 91- How long have you been unemployed?

If employed
- 92- What kind of work do you do?
(Obtain description).
- 93- How long have you been working at this job?
- 94- If less than six months ask, what was your previous job?
- 95- How long did you work at that job?
- 96- To mother (if present), are you currently employed?
- 97- If unemployed, how long have you been unemployed?
- 98- If employed, what kind of job do you do: (obtain job description).
- 99- How long have you been working at this job?
- 100- If less than six months, ask, what was your previous job?
- 101- How long did you work at that job?

Is there another adult working in the household?
If no, check not applicable for questions 102-107.
- 102- If yes, code employed,
- 103- and check not applicable.
- 104- Then ask, what kind of work do you do? (Obtain job description).
- 105- How long have you been working at this job?
- 106- If less than six months, ask, what was your previous job?
(Obtain job description).
- 107- How long did you work at that job?
- 108- Are there any other sources of income in the household?
- 109- Do you own your own business?
- 110- What is your approximate income from your own business?
- 111- Total income of family, (refer to category list).

Family Interview -7

112	How does the child make himself understood to you? Check as many forms as necessary. See manual.	Oral English Oral Spanish Manual Comm. Gestures	
113	Can the child make himself understood to all members of the family?	Yes No Dk	0 <u>1</u> 2
114	Relatives	Yes No Dk	0 <u>1</u> 2
115	Visitors	Yes No Dk	0 <u>1</u> 2
116	Hearing peers	Yes No Dk	0 <u>1</u> 2
117	Deaf peers	Yes No Dk	0 <u>1</u> 2
118	Do you want all your children to speak Spanish fluently?	Yes No Dk	0 <u>1</u> 2
119	Do you read any newspapers (which)?	Spanish English Both No	0 <u>1</u> 2 3
120	Do you watch T.V.? What T.V. shows do you watch?	Only Spanish Mostly Spanish Mostly English Only English No	0 <u>1</u> 2 3 4
121	Do you listen to the radio? What radio programs do you listen to?	Only Spanish Mostly Spanish Mostly English Only English No	0 <u>1</u> 2 3 4
122	What magazines do you read?	Spanish English Both No	0 <u>1</u> 2 3

Family Interview -8

INTRODUCTION: Puerto Ricans (or Hispanics) in U.S.

124 In general, do you think Puerto Ricans have a more difficult time getting ahead in the U.S. than Americans?	Yes No Dk	0 <u>1</u> 2	
125 If yes, explain Check as many reasons as necessary. See manual.	Language Prejudice Other Dk		
126 Would you rather be known as a Puerto Rican (or Hispanic) or as an American?	P.R. AM DK	0 <u>1</u> 2	
127 When you were a child, if your parents got together with other adults were you allowed to be present?	Always Frequently Seldom Never Dk	0 <u>1</u> 2 <u>3</u> 4	
128 Were you allowed to take part in the conversation?	Always Frequently Seldom Never Dk	0 <u>1</u> 2 <u>3</u> 4	
129 Were you allowed to contradict them?	Always Frequently Seldom Never Dk	0 <u>1</u> 2 <u>3</u> 4	
130 Would you raise your children in the same way as you were raised?	Yes No Dk	0 <u>1</u> 2	
131 When you attend religious ceremonies, are the services in English or in Spanish?	English Spanish No	0 <u>1</u> 2	
132 Do you attend religious ceremonies regularly?	Yes No Dk	0 <u>1</u> 2	

INTRODUCTION: YOUR CHILD'S FUTURE AND EDUCATION

133 Do you think your child will be able to support himself when he is an adult?	Yes No Dk	0 <u>1</u> 2	
134 What obstacles will your child have to face in finishing school or becoming self-sufficient? See manual.	Deafness Prejudice against deaf Hispanic Financial difficulties Other		

Family Interview -9

135	Do you think it is important for your child to get an education in order for him to get a good job?	Strongly agree Agree Neutral Strongly disagree Disagree	0 1 2 3 4
136	Would you be willing to attend monthly parents' meeting in order to learn how to help your child in school?	Yes No Dk	0 1 2
137	Do you think that the schools should teach Spanish to Hispanic children?	Yes No Dk	0 1 2
138	Would you be willing to move in order to have your child attend a special school?	Yes No Dk	0 1 2
139	Would you be willing to take special courses in order to help your child learn better?	Yes No Dk	0 1 2
HAVE PARENTS FILL OUT ATTACHED ACADEMIC HISTORY FORM			
140	What level of education do you expect your child to reach?	Grade school J.H. H.S. College Voc. school Dk	0 1 2 3 4 5
141	When did you first discover that your child was deaf? (Age of child).	0 - 6 mos. 7 -12 mos. 13-24 mos. 25-36 mos. 37-48 mos. 48 + mos.	0 1 2 3 4 5
142	What was your reaction at the time? See manual.	Normal Denial Excessive selfblame Excessive rejection of child Dk	
143	Why do you think your child is deaf?	Magical Non-magical Dk	0 1 2
144	How long after it was confirmed did you seek advice on what to do with the child? See manual.	0 - 6 mos. 7 -12 mos. 13-24 mos. 25-36 mos. 37-48 mos. 48 +	0 1 2 3 4 5

Child's Academic History Form

Location of School	Time of Attendance	School for Deaf School for Hearing School for Language and Hearing Impaired Clinic Speech Therapy Clinic Auditory Training Itinerant Teacher Program	Language of the School
	From _____ To _____		
	From _____ To _____		
	From _____ To _____		
	From _____ To _____		
	From _____ To _____		
	From _____ To _____		
	From _____ To _____		
	From _____ To _____		
	From _____ To _____		

Age at which child first attended school _____

Reasons for gaps in school attendance: _____

Family Interview -11

Did you have to make major changes in your life because of your deaf child?	145	Yes No Dk	$\frac{0}{1/2}$	
Specify, check only most important change. See manual.	146	Moving Changing job Re-structuring of family life Re-structuring of social life Other	$\frac{0}{1/2/3/4}$	
Have you ever consulted a spiritist about your deaf child? Has the consultation helped your child? Does the advice of the spiritist ever disagree with that of the teacher?	147	Fatalistic Non-fatalistic Dk	$\frac{0}{1/2}$	
What would you do if that were the case?	148			
Do you think the school is helping the child?	149	Yes No Dk	$\frac{0}{1/2}$	
If yes, How? See manual.	150	Academically Emotionally Socially Physically		
If <u>no</u> , why (not)?	151			
Does the school offer courses for the parents on how to communicate with their children?	152	Yes No Dk	$\frac{0}{1/2}$	
Do you attend any courses of this type?	153	Yes No	$\frac{0}{1}$	
Specify	154	YES $\frac{0}{1}$ NO $\frac{1}{2}$ Sign language English Child care Comm. language Development Other		
Has the school ever asked you to speak only English to your deaf child?	155	Yes No Dk	$\frac{0}{1/2}$	

Family Interview -12

156 If yes, have you followed school's suggestions?	Yes No 0 1	
157 How would you feel about such a suggestion on the part of the school?	Agree Disagree Dk 0 1 2	
158 Do you attend parents' meetings?	Always Frequently Seldom Never 0 1 2 3	
159 If <u>seldom</u> or <u>never</u> ask why.	Not worth it Difficulties No English Other 0 1 2 3	
160 Do you attend teacher's conferences?	Always Frequently Seldom Never 0 1 2 3	
161 When you visit the school, how do you get there? See manual	Own car Friend's car Relative's car Taxi Bus Subway	
162 Do you have difficulties travelling by public transportation? Check main reason. See manual.	None Long trip Get lost Expensive Crime Other 0 1 2 3 4 5	
163 What arrangements do you make for the other children in the family when you visit your deaf child's school?	None Neighbor babysits Paid babysitter Takes other children along 0 1 2 4	
164 Do you find that a visit to the school involves a great deal of expense?	Yes No Dk 0 1 2	
165 Which agencies of N.Y.C. have you consulted for help in reference to the deaf child? See manual.	Housing Health Mental Health Agencies Financial Assistance Spanish Organizations General Assistance Other	

Family Interview -13

Generally speaking, do you obtain the help you want when you go to these agencies?	166	Yes No Dk	$\frac{0}{1}{2}$	
If <u>no</u> , why not?	167	Blames self Blames agency Dk	$\frac{0}{1}{2}$	
Is it important for you that your children learn English?	168	Yes No Dk	$\frac{0}{1}{2}$	

OBSERVATIONS

I.D. _____

174 Deterioration of neighborhood Safe well maintained $\frac{1}{2}$ _____ $\frac{2}{4}$ Changing $\frac{3}{4}$ _____ $\frac{4}{5}$ Advanced deterioration $\frac{5}{5}$	
175 Child's home Extremely clean, well kept $\frac{0}{1}$ Moderately well kept $\frac{1}{2}$ Extremely untidy and poorly kept $\frac{2}{2}$	
176 Display of religious articles. (Bible, cross, statues, candles, etc.). None $\frac{0}{1}{2}$ Few $\frac{1}{2}$ Many $\frac{2}{2}$	

Family Interview -14

Display of nationalistic articles (flags, posters, landscapes, products, political literature, etc.)		177	
None	0		
Few	<u>1</u>		
Many	<u>2</u>		
Cultural Pervasion (music, foods, T.V., radio, games, evidence of spiritism)		178	
None	0		
Few	<u>1</u>		
Many	<u>2</u>		
LANGUAGE DOMINANCE			
Interview was conducted in		179	
English	0		
Spanish	<u>1</u>		
Sign Language	<u>2</u>		
Language exchanges among members of the family during the interview:		180	
Only Spanish	0		
Mostly Spanish	<u>1</u>		
Eng. & Span. in equal proportion	2		
Mostly English	<u>3</u>		
Only English	<u>4</u>		
Na	<u>5</u>		
Code switching and/or use of Spanglish by parents during interview:		181	
Very prevalent	0		
Occasionally present	<u>1</u>		
Totally absent	<u>2</u>		
Na	<u>3</u>		

CREED VII

TEACHER RATING OF SOCIAL AND EMOTIONAL BEHAVIORS

2/77

CHILD (#) _____ GRADE _____

TEACHER _____ SCHOOL _____

The purpose of this survey is to provide a general picture of the present functioning of each student. In answering each item, please concentrate on those aspects of observed behaviors which have commonly occurred within the last three to six months. Therefore, please mark as "YES" those behaviors which are prominent in the child's repertoire. However, if the child has engaged in these behaviors only once or twice to your knowledge, a "NO" response is indicated since pattern exceptions are insufficient to warrant a "YES".

YES	NO	DON'T KNOW	
			1. Child is overactive and restless (flits from one activity to another).
			2. Child nearly always sticks to tasks until they are finished.
			3. Child is overaffectionate, physically all over people.
			4. Child frequently takes the lead in a group.
			5. Child frequently acts in a way that shows almost no regard for the rights of others.
			6. Child exhibits active hostility, curses, hits, shows verbal or non-verbal abuse of others.
			7. Child expresses anger in poorly controlled and tantrum-like fashion.
			8. Child is disruptive in group activities or games.
			9. Child is easily angered.
			10. Child is afraid of rough and tumble activities.
			11. Child is scapegoated, not well liked in the group.
			12. Child will initiate and follow through on a self directed task.
			13. Child is well liked in the group.
			14. Child is competitive when the situation doesn't call for it.
			15. Child often looks puzzled or confused by things happening around him.

YES	NO	DON'T KNOW	
			16. Child is liked by his/her classmates.
			17. Child stands up for herself/himself, defends her/his rights.
			18. Child is a leader in the group.
			19. Child frequently molests or bullies others.
			20. Child exhibits active curiosity and interest in things new to him/her.
			21. Child frequently acts in a way that requires discipline.
			22. Child is creative and imaginative at developing things to do.
			23. Child is able to ask for help with a frustrating task.
			24. Child is always on the fringe of a group.
			25. Child teases others excessively.
			26. Child is a central figure in any quarrel.
			27. Child is friendly and natural toward most adults.
			28. Child would sit all day if not directed to do things.
			29. Child is feared by his/her classmates.
			30. Child often contributes creative ideas that others follow.
			31. Child refuses leadership or responsibility.
			32. Child shows off for the benefit of classmates, teacher, or others.
			33. Child tries to boss others.
			34. Child is a good loser in a game.
			35. Child uses to the best of his ability the skills he has developed.
			36. Child likes to be admired by others as "tough".
			37. Child shares, lets others use something in her/his possession.

YES	NO	DON'T KNOW	
			38. Child gets teased, picked on or bullied by his/her classmates.
			39. Child tries to get other children into trouble.
			40. Child fails to carry out tasks.
			41. Child intentionally tells a large number of lies.
			42. Child is often absent from routine activities.
			43. Child accepts responsibility for his actions.
			44. Child lets people down by not doing what he agreed to do.
			45. Child is respected by his peers.
			46. Child always gives in to social pressure.
			47. Child does well in a group.
			48. Child gets annoyed for trivial reasons.

CREED VII

TEACHER RATING OF FACE-TO-FACE COMMUNICATION

2/77

CHILD # _____

GRADE _____

TEACHER _____

SCHOOL _____

For each item listed, check the box labeled "Oral" if the child responds to the direction when presented without gestural or signed cues or when the child can respond orally with the desired response. Check the box labeled "Combined" if the child must depend on the added modality of gestures or signs in order to understand the direction or to respond appropriately.

Oral	Combined	
		1- Does the child respond with an appropriate behavior (smile, nod of head, "Hi," "Hello") when a person says, "Hi," to him?
		2- Can the child understand what he should do when asked to sit down?
		5- Can the child place blocks in a box when shown how to do it (i.e., by imitation)?
		6- Can the child stack a block on top of another when shown how to do it (i.e., by imitation)?
		7- If an adult extends his hand and asks the child to give him something that the child has, does the child usually give the object to the adult?
		8- When the teacher points to a picture of the child and says, "Who is it?", or when the teacher points to the child and says, "Who are you?", can the child give his name?
		9- When the teacher points to a picture and says, "What's that?", can the child identify a: a) shoe? b) ball? c) baby?
		10a-Can the child imitate the teacher's pronunciation of any 2 of the following words so that the listener can detect a difference between the child's pronunciation of the ? words? pipe cake dog table monkey

Oral Combined

		10b- Can the child imitate any 2 of the signs for the following words so that the teacher can distinguish the signs? pipe cake dog table monkey (Only for schools using some form of sign or combined system in the classroom.)
		11- Can the child point to a picture of a person/animal running or sleeping when the teacher says, "Show me the child running," or "Show me the child sleeping."?
		12- Can the child point to a picture of 2 of the following buildings when the teacher says, "Show me the _____."? school hospital store church
		13- Can the child identify a fat and skinny person when asked, "Show me the fat man," and "Show me the skinny man."?
		14- When shown pictures of a stone, shoe, and book, can the child correctly identify each when asked, a) "Show me what mother cooks on." b) "Show me what you wear on your feet." c) "Show me what you read."?
		15- Can the child correctly point to big and little objects when the teacher says, "Show me the big one," and "Show me the little one."?
		16- Can the child distinguish between singular and plural objects in his/her speech?
		17- Can the child correctly identify 2 of the 4 toys below when the teacher says, "Show me the _____."? truck doll block car
		18- Without the aid of a picture, can the child answer appropriately (shoe, sock, boot, etc.) to the question, "What do you wear on your feet?"?
		19- Can the child correctly point to 2 of the objects listed below when the teacher says, "Show me the _____."? cup shoe spoon

Oral Combined

		20- Can the child respond appropriately to the following directions when shown a car, paper, block, and box? "Get the car."
		21- "Put the car on the paper."
		22- "Give it (the car) to me."
		23- "Put the block in the box."
		24- "Put the block on the box."
		25- Can the child use the simple "No" response correctly? (Example: "Do you have a book?" "No.")
		26- Can the child respond correctly to questions involving 2 objects? (Example: "Give me a book and a pencil.")
		27- Can the child respond correctly to questions involving 2 directions? (Example: "Give me the block and put the book on the table.")
		28- Can the child respond to directions involving the numbers "1" and "2"? (Example: "Put 1 car in the box.")
		29- Can the child give an appropriate response (cooking, baking, etc.) to the question, "What is a stove for?"
		30- Will the child respond appropriately if asked, "Give me 3 blocks."?
		31- Can the child understand the direction, "Stand up."?
		To the best of your knowledge, does the child use the following in his expressive language? 32- Combines 2 or 3 words. ("Me walk." "Daddy home." etc.)
		33- Verb phrases ("Go in boat." "I see you.")

Oral	Combined	
		34- Prepositional phrases ("...on Bank Street," "...in the box.")
		35- Adjectives ("...the big book.")
		36- Adverbs ("He speaks quickly.")
		37- Negatives ("No." "I don't want to.")
		38- Possessive pronouns ("That is my book.")
		39- Quantitative words (three, many, more)
		40- Past tense ("I spoke to him.")

TEACHER'S EVALUATION OF THE CHILD'S PRESENT READING LEVEL:

Text series used: _____

- | | |
|------------------------------------|-------------------------------------|
| 1. Reading readiness _____ | 9. Beginner 4th Grade reader _____ |
| 2. Primer _____ | 10. Advanced 4th Grade reader _____ |
| 3. Beginner 1st Grade reader _____ | 11. Beginner 5th Grade reader _____ |
| 4. Advanced 1st Grade reader _____ | 12. Advanced 5th Grade reader _____ |
| 5. Beginner 2nd Grade reader _____ | 13. Beginner 6th Grade reader _____ |
| 6. Advanced 2nd Grade reader _____ | 14. Advanced 6th Grade reader _____ |
| 7. Beginner 3rd Grade reader _____ | |
| 8. Advanced 3rd Grade reader _____ | |

CREED VII

TEACHER RATING OF CHILD'S FUNCTIONING IN SCHOOL

2/77

CHILD (#) _____ GRADE _____

TEACHER _____ SCHOOL _____

1. In terms of academic performance, how would you rate this child?

_____ OUT OF _____ (e.g., 10th out of 20)

2. In terms of behavior, how would you rate this child?

_____ OUT OF _____

3. Academically, is this child doing as well as he can?

4. If the answer to question number 3 was NO, to what do you attribute his poor performance in school? (Specify)

5. How much schooling do you think this child will be able to complete?

_____ 1-6 yrs.

_____ 7-12 yrs.

Post-Secondary Setting

_____ College

_____ Vocational Training

_____ Graduate School

6. Do you think this child will be able to support himself after he graduates?

Yes No Don't Know

7. From your experience, do Hispanic deaf children generally do as well as Anglo deaf children

in school? _____

after graduation? _____

CREED VII

SCHOOL RECORDS QUESTIONNAIRE

2/77

CHILD (#) _____ GRADE _____

TEACHER _____ SCHOOL _____

Please complete the following items from the available school records.

1. Decibel loss in better ear (for speech)

- _____ Under 45 dB
- _____ 45-64 dB
- _____ 65-81 dB
- _____ 82 dB and over

2. Probable cause of deafness, 82 dB or greater loss (if applicable)

- _____ Maternal Rubella
- _____ Trauma to Mother during Pregnancy
- _____ Medication during Pregnancy
- _____ Prematurity
- _____ Rh. Incompatibility
- _____ Heredity
- _____ Trauma during Delivery
- _____ Meningitis
- _____ Mumps
- _____ Measles
- _____ Otitis Media
- _____ Fever
- _____ Other
- _____ Not Determined
- _____ Not Applicable (child is not deaf)

3. Probable age of onset (if child is deaf)

- | | |
|-------------------|---------------------|
| _____ At Birth | _____ After 5 yrs. |
| _____ Under 1 yr. | _____ Don't know |
| _____ 1-2 yrs. | _____ Doesn't apply |
| _____ 2-5 yrs. | |

4. Age of discovery of deafness (if applicable)

- ☐ Before 6 months of age
- ☐ Between 6 and 12 mos.
- ☐ Between 13 and 18 mos.
- ☐ Between 19 and 24 mos.
- ☐ Between 24 and 30 mos.
- ☐ 30 mos. and over
- ☐ Don't know
- ☐ Doesn't apply

5. Additional handicapping factors (all children)

- ☐ Cleft Lip or Palate
- ☐ Severe Visual
- ☐ Mental Retardation
- ☐ Perceptual Motor Disorders
- ☐ Cerebral Palsy
- ☐ Heart Disorders
- ☐ Other (Specify) _____
- ☐ None

6. How much speech therapy outside of the classroom does the child receive each week? _____ hrs.

7. How interested and involved are the parents in their child's education?

- ☐ Express no interest, not involved
- ☐ Interested, but not involved
- ☐ Interested, some involvement
- ☐ Very interested, very involved

CREED VII CODE SHEET FOR DEAF
5/31/77 (Final)

Var #	Item and Survey #	Variable Name	Var. Range	Code
1	Status and survey number	SBCODE	1-8	1 Male + Regular class placement 2 Male - Regular class placement 3 Female + Regular class placement 4 Female - Regular class placement 5 Male + Special class placement 6 Male - Special 7 Female + Special 8 Female - Special
2	Age of Subject	SUBAGE	6-12	Write in age
3	School	SCHOOL	1-4	1 Lexington 2 St. Francis 3 St. Joseph's 4 P.S. 47
5	Number of people in home	NPLHM	2-20	Write in number
6	Is male present Child's natural father	NATPA	0-1 (9)	0 Yes 1 No 9 No father in home - does not apply
7	If no, how long in the home?	THMPA	0-5 (9)	0 Present less than 3 yrs 1 Present more than 3 yrs 2 Absent less than 3 yrs and accessible 3 Absent less than 3 yrs and inaccessible 4 Absent more than 3 yrs and accessible 5 Absent more than 3 yrs and inaccessible 9 No father surrogate - Does not apply
8	If natural father is absent, how long	NOHMPA	0-5 (9)	2 Absent less than 3 yrs and accessible 3 Absent less than 3 yrs and inaccessible 4 Absent more than 3 yrs and accessible 5 Absent more than 3 yrs and inaccessible 9 Father present always, no father - Does not apply

9	Is female present Child's natural mother	NATMA	0-1	0 Yes 1 No (all mother surrogate cases removed)
12	Is deaf child adopted or foster	ADFSDC	0-2	0 Natural 1 Foster 2 Adopted
18	Hearing status of father	HSTAPA	0-3	0 Hearing 1 Hard of hearing 2 Deaf 3 Does not apply - missing values
19	Hearing status of mother	HSTAMA	0-3	0 Hearing 1 Hard of hearing 2 Deaf 3 Missing value
20	Hearing status grand-mother	HSTAGA	0-3	0 Hearing 1 Hard of hearing 2 Deaf 3 Missing value
21	Hearing status of main sibling	HSTASB	0-3	0 Hearing 1 Hard of hearing 2 Deaf 3 Missing value
22	Hearing status of other main adult	HSTAAD	0-3	0 No deaf or hard of hearing at all 1 At least 1 hard of hearing 2 At least 1 deaf adult 3 Does not apply
23	Country of origin of father	COOPA	0-4	0 U.S. (all U.S. born father cases removed) 1 P.R. 2 Other hispanic country 3 Other non-hispanic country 4 Missing values
24	Country of origin of father surrogate	COOFS	0-4	0 U.S. 1 P.R. 2 Other hispanic country 3 Other non-hispanic country 4 Missing values
25	Country of origin of mother	COOMA	0-4	0 U.S. (all U.S. born mother cases removed) 1 P.R. 2 Other hispanic country 3 Other non-hispanic country 4 Missing values

27	Country of origin of deaf child	COODC	0-4	0 U.S. 1 P.R. 2 Other hispanic country 3 Other non-hispanic country 4 Missing information
41	Language spoken in home by father (or father surrogate)	LANGPA	0-6	0 Spanish 1 English 2 Both 3 Other 4 Spanish and other 5 English and other 6 Missing values
42	Language spoken in home by mother	LANGMA	0-6	see #41
43	Language spoken in home by grandma	LANGGA	0-6	see #41
44	Language spoken in home by deaf child	LANGDC	0-6	see #41
45	Language spoken in home by main sib.	LANGSB	0-6	see #41
47	Who is the main caregiver	MNCARE	0-8	0 Father 1 Father Surrogate 2 Mother 4 Grandmother 5 Main sibling 6 Uncle 7 Aunt 8 Other
51	Country of origin of main care-giver	COOMN	0-3	0 U.S. 1 P.R. 2 Other hispanic country 3 Other non-hispanic country
52	Urban or rural or igins main care-giver	URRUMN	0-1	0 Urban 1 Rural

54	Education of main caregiver	EDUMN	0-6	0 None 1 1 to 6 yrs 3 H.S. 4 Vocational School 5 College 6 Missing value
55	Language of main care-giver	LANGMN	0-5	0 Spanish 1 English 2 Both 3 Other 4 Spanish and other 5 English and other
56	Who is main communi-cator	MCOMM	0-8	0 Father 1 Father surrogate 2 Mother 4 Grandmother 5 Main sibling 6 Uncle 7 Aunt 8 Other
59	Hearing status of main communi-cator	HSTAMC	0-2	0 Hearing 1 Hard of hearing 2 Deaf
60	Country of origin of main communi-cator	COOMC	0-3	0 U.S. 1 P.R. 2 Hispanic country 3 Other non-hispanic country
63	Education of main communi-cator	EDUMC	0-6	0 None 1 1-6 yrs 2 7-12 yrs 3 H.S. diploma 4 Voc School 5 College 6 Missing value
64	Language spoken in home (main communi-cator)	LANGMC	0-5	0 Spanish 1 English 2 Both 3 Other 4 Spanish and other 5 English and other

65	Who is main sibling	SIB	0-4	0 Female - same 1 Female - different 2 Male - same 3 Male - different 4 No sibling
66	Mode of communi- cation of father/ surrogate w/child	COMMPA	0-9 10	0 Only oral English 1 Only oral Spanish 2 Oral English & Spanish 3 Manual only 4 Gestures only 5 Manual & Oral English 6 Manual & Oral Spanish 7 Manual & Oral English & Spanish 8 Gestures & Oral English 9 Gestures & Oral Spanish 10 No father present
67	Mode of communi- cation of mother with child	COMMMA	0-9 10	See item 66
68	Mode of communi- cation of grand- mother with child	COMMGA	0-9 10	See item 66
69	Mode of communi- cation of main sib. w/child	COMMSB	0-9 10	See item 66
70	Mode of communi- cation of other adult w/child	COMMAD	0-9 10	See item 66
71	Mode of communi- cation of main care giver w/child	COMMMN	0-9 10	See item 66
72	Mode of communi- cation of main comm. w/child	COMMMC	0-9 10	See item 66

73	Total number of child- ren in home	TOTKID		number of children
74	Position of deaf child in family	POSDC		birth order
77	Time spent in a hispanic country	TIMEPR	0-4	0 = none 1 = 1 to 3 times 2 = 4 to 6 times 3 = 7 to 9 times 4 = 10+ times
78	Vacations in PR	VACPR	0-2	0 never 1 sometimes 2 often
79	Income profile Hamburger scale	MONEY	0-7	9 = refused to answer 7 = never employed - chronic welfare
80	Employ- ment status of father/ surr.	EMSTPA	0-4	0 Employed 1 Unemployed 2 Welfare 3 No father 4 Refused to answer
81	Employ- ment status of mother	EMSTMA	0-4	0 Employed 1 Unemployed 2 Welfare 3 No father 4 Refused to answer
82	Govern- ment standard of poverty	POVGOV	0-1 9	0 Poverty level or below 1 Non-poverty 9 D.K.
83	How does child make himself understood to you?	YUSTDC	0-9	0 Only oral English 1 only oral Spanish 2 Oral English and Spanish 3 Only manual 4 Only gestures 5 Manual & oral English 6 Manual & oral Spanish 8 Gestures & oral English 9 Gestures & oral Spanish

84	Can child make himself understood to all members of the family	FUSTDC	0-2	0 Yes 1 Don't know 2 No
85	"to all relatives"	RUSTDC	0-2	same as 84
86	"to all visitors"	VUSTDC	0-2	same as 84
87	"to hearing peers"	HUSTDC	0-2	0 Yes 1 Don't know 2 No
88	"to deaf peers"	DUSTDC	0-2	0 Yes 1 Don't know 2 No
89	Do you want your children to speak Spanish fluently	SPANDC	0-2	0 Yes 1 Don't know 2 No
90	Which newspapers do you read?	RDNWS	0-1	0 Spanish 1 English
91	Which TV do you watch?	WTHTV	0-1	0 Only, mostly Spanish 1 only, mostly English
92	Which radio stations do you listen to?	RADIO	0-1	0 only, mostly Spanish 1 only, mostly English
93	Which magazines do you read?	MAGZIN	0-1	0 only, mostly Spanish 1 only, mostly English
94	Do PR people have a more difficult time in US?	PRHARD	0-2	0 Yes 1 Don't know 2 No
96	Would you rather be called a P.R. or an American?	PRAM	0-2	0 Yes (P. Rican) 1 Don't know 2 American (No)
97	When your parents met others were you allowed to stay?	CUSTST	0-3 4	0 Always 1 Frequently 2 Seldom 3 Never 4 Don't remember - missing values
98	Were you allowed to take part in the conversations?	CUSTTK	0-3 4	0 Always 1 Frequently 2 Seldom 3 Never 4 Don't remember - missing values

99	Were you allowed to contradict them ?	CUSTBK	0-3 4	0 Always 1 Frequently 2 Seldom 3 Never 4 Don't remember - missing values
100	Would you raise your children the same ?	CUSTSM	0-2	0 Yes 1 Don't know 2 No
102	Do you go to church regularly ?	CHREG	0-2	0 Yes 1 No 2 Missing value
103	Will child be self-supporting ?	DCSUPT	0-2	0 Yes 1 Don't know 2 No
104	How many obstacles will the child face	DCOBST		Number of obstacles
106	Are parents willing to attend meetings ?	MEET	0-2	0 Yes 1 Don't know 2 No
107	Should Spanish be taught by school ?	SCHSPN	0-2	0 Yes 1 Don't know 2 No
108	Would you move to send your child to special school ?	SCHSPE	0-2	0 Yes 1 Don't know 2 No
109	Willing to take special courses	SPECRS	0-2	0 Yes 1 Don't know 2 No
110	Level of education expected	EDLEVL	0-5	0 Grade school 1 Junior High 2 High School 3 Vocational 4 College 5 Missing value
111	Age of discovery	DISCDF	0-6	0 Birth to 6 months 1 7 to 12 months 2 13 to 24 months 3 25 to 36 months 4 37 to 48 months 5 48+ months 6 Missing values
112	Reaction to deafness	REACDF	0-1 4	0 Normal 1 Abnormal 4 Missing value

113	Reason for deafness	WHYDF	0-2	0 Magical 1 Non-magical 2 Missing value
114	When did you seek advice?	1ADVDF	0-5	0 Birth to 6 months 1 7 to 12 months 2 13 to 24 months 3 25 to 36 months 4 37 to 48 months 5 48+ months 6 Missing value
115	Have you made major changes in your life?	CHNGDF	0-2	0 Yes 1 Don't know 2 No
117	Have you sought spiritist consultation?	SPIRIT	0-2	0 Fatalistic) according to 1 Don't know) interviewer 2 Non-Fatalistic)
118	Is school helping the child?	SCHELP	0-2	0 Yes 1 Don't know 2 No
119	Academically	HOWHPA	0-2	0 Yes 1 Don't know 2 No
120	Emotionally	HOWHPE	0-2	0 Yes 1 Don't know 2 No
121	Socially	HOWHPS	0-2	0 Yes 1 Don't know 2 No
122	Physically	HOWHPP	0-2	0 Yes 1 Don't know 2 No
124	Do you attend sign language courses?	SCRS	0-2	0 Yes 1 No 2 Missing value
125	Do you attend English courses?	ECRS	0-2	0 Yes 1 No 2 Missing value
130	Does school ask you to speak English to the child?	SCSKEN	0-2	0 Yes 1 No 2 Missing value
133	Do you attend parent's meetings?	PAMEET	0-3	0 Always 1 Frequently 2 Seldom 3 Never

135	Do you attend teacher's conferences	TRCONF	0-3	0 Always 1 Frequently 2 Seldom 3 Never
140	How many agencies of NYC do you use?	AGNYC		Number of agencies
144	Age at which child started school	AGOSCH		Write in age
146	School of first attendance	ONESCH	0-5	0 Clinic PR 1 Itinerant teacher program PR 2 School PR 3 Clinic US 4 Itinerant teacher program US 5 School US
147	Total number of schools attended	TOTSCH		Write in number of schools
151	Period of time at present school	TIMESC		Number of years
154	Deterioration of neighborhood	NEIGH	1-5 9	1 Self, well maintained 2 3 Changing 4 5 Advanced deterioration 9 Missing value
155	Child's home	HOME	0-2 9	0 Extremely clean, well kept 1 Moderately well kept 2 Extremely untidy and poorly kept 9 Missing value
156	Religious Articles	RELART	0-2 9	0 None 1 Few 2 Many 9 Don't know - missing value
158	Books	BOOKS	0-1	0 Yes 1 No 9 Don't know - missing value
159	Interview conducted in:	INTLNG	0-2	0 English 1 Spanish 2 Sign Language
160	Language exchanges among family members	LNGEXG	0-5	0 Only Spanish 1 Mostly Spanish 2 English & Spanish in equal proportion 3 Mostly English 4 Only English 5 Does not apply - only one person present

161	Code switching or Spanglish	SPANGL	0-3	0 Very prevalent 1 Occasionally prevalent 2 Totally absent 3 Does not apply - only per person present
162	Eng. oral rec. lang. eval.	EOR	0-21	Additive score
163	Eng. oral exp. lang eval.	EOE	0-19	Additive score
164	Combined receptive	CR	0-21	Additive score
165	Combined expressive language evaluation	CE	0-19	Additive score
168	Composite of socio-economic status	POVCOM		Composite score - (Number of kids + Neigh) - (Number of income sources) + MONEY
170	Age of father	AGEPA	99	Age in years 99 missing value
171	Age of mother	AGEMA	99	Age in years 99 missing value
172	Age of main sibling	AGESIB	99	Age in years 99 missing value
173	Age of main care giver	MNCAGE	99	Age in years 99 missing value
174	Age of main communicator	MCMAGE	99	Age in years 99 missing value
175	How long here father/father surrogate	TIMEPA	99	Write in time in years 99 missing value
177	How long here mother	TIMEMA	99	Write in time in years 99 missing value
179	How long here deaf child	TIMEDC	99	Write in time in years 99 missing value
180	How long here main caregiver	TIMEMN	99	Write in time in years 99 missing value
181	How long here, main communicator	TIMEMC	99	Write in time in years 99 missing value
182	Number of location changes in schools	NLOCCH	99	Write in time in years 99 missing value
186	Academic performance	ACRATE	0-2	0 Top 3rd 1 Middle 3rd 2 Bottom 3rd

187	Behavior rating	BHRATE	0-2	0 Top 3rd 1 Middle 3rd 2 Bottom 3rd
188	Is child doing as well as he can (academically)	ACGOOD	0-3	0 Yes 1 No 2 Don't know 3 Insufficient Information
189	How much schooling will child get?	HMSCH	0-5	0 1-6 yrs 1 7-12 yrs 2 Vocational 3 College 4 Grad. School 5 Don't know - missing value
190	Self supporting	SPSELF	0-2	0 Yes 1 No 2 Don't know - missing value
191	Eng. oral recept.	ORREC	0-21	Additive score
192	Eng. oral expressive	OREXP	0-18	Additive score
193	Combined receptive	COMREC	0-21	Additive score
194	Combined express.	COMEXP	0-18	Additive score
195	Social-emotional	SOCRAW	0-100	Percentage score
196	Db loss	DBLOSS	0-3	0 Under 45 db 1 45-64 db 2 65-81 db 3 82+
198	Probable age of onset	PRAGON	0-6	0 Does not apply 1 At birth 2 Under 1 yr 3 1-2 yrs 4 2-5 yrs 5 After 5 yrs 6 Don't know - missing values
199	Age of discovery	AGEDIS	0-7	0 Does not apply 1 Before 6 months 2 6-12 months 3 13-18 months 4 19-24 months 5 24-30 months 6 30+ months 7 Don't know

200	Additional handicap	ADHCAP	0-1	0 None 1 One or more
201	How much speech therapy outside the classroom	TSPTH		Write in number of hours
202	Parent interest & involvement	PAMINT	0-3	0 Express no interest, not involved 1 Interested, but not involved 2 Interested, some involvement 3 Very interested, very involved
203	Reading level	READ	0-14 99	0 Below 1 Reading readiness 2 Primer 3 Begin 1st grade 4 Advanced 1st grade 5 Begin 2nd Grade 6 Advanced 2nd grade 7 Begin 3rd grade 8 Advanced 3rd grade 9 Begin 4th grade 10 Advanced 4th grade 11 Begin 5th grade 12 Advanced 5th grade 13 Begin 6th grade 14 Advanced 6th grade 99 Not available
208	Com. in school	MODE	0-1	0 Total Communication 1 Oral
209	Teacher ID	TEACHR		Write in school code + teacher's number
	Does parent know courses exist	DKCRS	0-1	0 Yes 1 No
	Where did child start school	WHRSCH	0-1	0 PR (or other hispanic country) 1 U.S.
	Age diff. between child & main sib.	AGEDIF		Positive = years younger Negative = years older
	Public vs. Private schools	SCH 1		-1 = P.S. 47 .33 = St. Joseph .33 = St. Francis .33 = Lexington
	Nuns vs Lay teachers	SCH2		+1 Lexington -.50 St. Joes -.50 St. Francis

Eng oral rec. z score	EORZ		standard score by age group
Eng oral exp. z score	EOE		"
Combined rec z score	CRZ		"
Combined exp. z score	CEZ		"
English Rec z score	ORRECZ		"
	OREXPZ		"
	CMRECZ		"
	CMEXPZ		"
Social Emotional Z score	SOCEMZ		"
Spanishness of en- vironment language	LNGSPN		Composite based on lang. of family members
Englishness of environ. language	LNGENG		Composite based on lang. of family members
Does father know Spanish	PASPN	0-1	0 Yes 1 No
Does father know English	PAENG	0-1	0 Yes 1 No
Does mother know Spanish	MASPN	0-1	0 Yes 1 No
Does mother know English	MAENG	0-1	0 Yes 1 No
Does grandma know Spanish	GASPN	0-1	0 Yes 1 No
Does grandma know English	GAENG	0-1	0 Yes 1 No
Does sib know Span	SBSPN	0-1	0 Yes 1 No
Does sib know Eng.	SBENG	0-1	0 Yes 1 No
Does deaf child know Spanish	DCSPN	0-1	0 Yes 1 No
Does deaf child know English	DCENG	0-1	0 Yes 1 No
How does deaf child make himself under- stood	UNDDC	0-2	0 Spanish 1 English and Spanish 2 English
Does father comm. with child in English	CPAENG	0-1	0 Yes 1 No
Does father comm. with child in Spanish	CPASPN	0-1	0 Yes 1 No

Does mother comm. with child in English	CMAENG 0-1	0 Yes 1 No
Does mother comm. with child in Spanish	CMASPN 0-1	0 Yes 1 No
Does sib comm. with child in English	CSBENG 0-1	0 Yes 1 No
Does sib comm. with deaf child in Spanish	CSBSPN 0-1	0 Yes 1 No
Does main caregiver comm. with child in English	CMNENG 0-1	0 Yes 1 No
Does main caregiver comm. with child in Spanish	CMNSPN 0-1	0 Yes 1 No
Does main comm. comm. with child in English	CMCENG 0-1	0 Yes 1 No
Does main comm. comm. with child in Spanish	CMCSPN 0-1	0 Yes 1 No
Time interval between discovery of deafness and first advice	SENSDF	DISCDF - TADVDF
Heterogeneity of lang. in home	LANGHM 0-1	0 Homogeneous family lang. 1 Heterogeneous family lang.
Somebody working	EMSFAM 0-1	0 Employed 1 Unemployed
Employment status of family	EMPSTA 0-2	0 Employed 1 Unemployed 2 Welfare
Are you on welfare?	WELFAR 0-1	0 Yes 1 No
What is the sex of the main communicator	SEXCM 0-1	0 Female 1 Male
Class placement	SPECL 0-1	0 Special class 1 Regular class
Is there a male in the home	MHOME 0-1	0 Yes 1 No
Does the main com- municator know sign language	MCSGN 0-1	0 Yes 1 No

Does the main care-giver know Spanish	MNSPN	0-1	0 Yes 1 No
Does main care-giver know English	MNENG	0-1	0 Yes 1 No
Does grandmother communicate with the child in English	CGASPN	0-1	0 Yes 1 No
Does main communicator know Spanish	MCSPN	0-1	0 Yes 1 No
Does the main communicator know English	MCENG	0-1	0 Yes 1 No
Does the grandmother communicate with the child in English	CGAENG		0 Yes 1 No
St. Francis vs. St. Joseph's	SCH3		-1 St. Francis +1 St. Joseph's

APPENDIX D

Tests Considered for the CREED VII Rating Scale

BAHIA ORAL LANGUAGE TEST (BOLT): S. Cohen; Bahia; 1033 Heinz Street; Berkeley, Cal. 94710.

BASIC INVENTORY OF NATURAL LANGUAGE (BINL): Project Staff; Chess and Associates, Inc.; Educational Systems and Services; PO Box 833; San Bernardino, Cal. 92401.

BILINGUAL SYNTAX MEASURE (BSM): M. Burt, H. Dulay, and E. Hernandez; Harcourt Brace Jovanovich, Inc. (1975); 757 Third Avenue, New York, N.Y. 10017.

BOEHM TEST OF BASIC CONCEPTS: A. E. Boehm; Psychological Corporation (1969); 304 East 45th Street; New York, N.Y. 10017.

INTER-AMERICAN SERIES: H. T. Manuel; Guidance Testing Associates; 6516 Shirley Avenue; Austin, Texas 78752.

MLA-COOPERATIVE FOREIGN LANGUAGE TESTS: SPANISH: Modern Language Association of America (1963); Available from Educational Testing Service; Box 999; Princeton, New Jersey 08540.

PRUEBAS DE PUERTO RICO: Oficina de Evaluacion, Departamento de Instruccion Publica, Hato Rey, Estado Libre Asociado de Puerto Rico.

SEQUENCED INVENTORY OF COMMUNICATION DEVELOPMENT: D. L. Hedrick, E. M. Prather and A. R. Tobin; University of Washington Press (1975).

SKOCZYLAS BILINGUAL TESTS: R. V. Skoczylas (1971); 8495 Gary Street; Gilroy, Cal. 95029.

SOBER - ESPANOL: R. Cornejo; Science Research Associates, Inc.; 259 East Erie Street; Chicago, Illinois 60611

SPOLSKY SPANISH-ENGLISH LANGUAGE DOMINANCE ASSESSMENT: B. Spolsky and P. Murphy (1970); University of New Mexico; 1805 Roma N.E.; Albuquerque, N.M. 87131.

SWCEL SPANISH ORAL CAPACITY TEST: Texas Educational Agency (1961); Spanish Translation by I.S. Carrillo; Southwestern Cooperative Educational Laboratory (1969); 229A Truman N.E.; Albuquerque, N.M. 87108.

TEST OF AUDITORY COMPREHENSION OF LANGUAGE (TACL-Long Form) and SCREENING TEST FOR AUDITORY COMPREHENSION OF LANGUAGE (STACL-Short Form): E. Carrow; Urban Research Group (1973); 306 West 16 Street; Austin, Texas 78701.

APPENDIX E1

Bilingual/Bicultural Resources and Resource Centers

Bilingual Education Service Center, 500 South Dwyer Avenue, Arlington Heights, Illinois, 60005. (312) 255-9820

Bilingual Resource Center, 110 Livingston Street, Room 224, Brooklyn, New York 11201

Bilingual Publications Company, 1966 Broadway, New York, New York 10023, Linda Goodman, President (212) 873-2067

Bilingual School, P.S. 25, 811 East 149th Street, Bronx, New York 10455

Children's Concern Center, Howard University, P.O. Box 676, Washington, D.C. 20044

The Dissemination Center for Bilingual/Bicultural Education (6504 Tracor Lane, Austin, Tx 78721 (Spanish, Navaho, Portuguese and French materials.)

ERIC Clearinghouse on Languages and Linguistics, Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209

The National Assessment and Dissemination Center for Bilingual/Bicultural Education, 385 High St., Fall River, MA 02720 (Spanish, Portuguese, Oriental, Native American, Greek, Italian and French materials.)

Guide to Resources for Bilingual/Bicultural Education. The Northeast ALRC/RRC, Region 9, 168 Bank Street, Hightstown, New Jersey 08520.

Inter-American Research Associated, 201 North St. Mary's Road, Suite 703, San Antonio, Texas 78205

Rough Rock Demonstration School, Chinle, Arizona 86503

San Mateo Educational Resource Center (SMERC), 333 Main Street, Redwood City, California 94063.

A Handbook of Bilingual Education, by Muriel R. Saville and Rudolph C. Troike. Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209.

Bilingual/Bicultural Tests - Resources and Evaluation

Bay Area Bilingual Education League (BABEL), Bilingual Testing and Assessment, Proceedings of BABEL Workshop and Preliminary Findings, Multilingual Assessment Program, 1414 Walnut St., Berkeley, Ca. 94709.

Cornejo, R., Trithart, L., Gonzales, D., Prediction of Reading in English for Bilingual Students. Paper submitted to AERA, San Francisco, Ca., April, 1976.

Ehrlich, A. & Ehrlich, R., 1975 Supplement: Tests in Spanish and Other Languages, English as a Second Language, and Nonverbal Tests for Bilingual Programs - An Annotated B.E.A.R.U. Bibliography, May, 1975.

A Qualitative Review of Instruments used in Bilingual Education Programs in California. CABE Bilingual/Bicultural Test Evaluation Conference, San Jose, California, April 8-10, 1976.

Evaluation Instruments for Bilingual Education: An Annotated Bibliography. Dissemination Center for Bilingual Bicultural Education, Texas, 1973.

English as a Second Language Tests. Bureau of Basic Continuing Education, The State Education Department, Albany, New York 12224 (Addendum to Bulletin 5

Martinez, Olivia G.: Testing and Bilingual/Bicultural Programs. Submitted to the National Education Association. Bay Area Bilingual Education League, April, 1972.

Gutierrez, Medardo & Rosenbach, John: Bilingual Assessment Test - Development and Reviews. A Manual for Teacher Use. The State Education Department, Office of Research, Planning and Evaluation, Division of Evaluation, Albany, New York.

National Assessment and Dissemination Center for Bilingual Education. Assessment: 9 Mellen St., Cambridge, Mass. Dissemination: 385 High St., Fall River, Mass.

The Psychological Corporation, 757 Third Avenue, New York, N.Y. 10017 (Spanish-Language Editions of Tests)

Head Start Test Collection Report. Tests for Spanish-Speaking Children - An annotated Bibliography

Tests in Use in Title VII Bilingual Education Projects. The University of the State of New York, The State Education Department, Bilingual Education Unit, Albany, New York, 12224.

Bilingual/Bicultural Materials - Resources and Evaluation

Bibliography of Spanish Materials for Children K-6. California State Department of Education - Wilson Riles, Superintendent of Public Instruction, Sacramento, 1971

Bilingual Materials Analysis. Dissemination and Assessment Center for Bilingual Education. The University of Texas at San Antonio. San Antonio, Tx. 78285

Criteria for Evaluating the Treatment of Minority Groups and Women in Textbooks and Other Learning Materials. Max Rosenberg, Detroit Public Schools. Educational Leadership, November 1973.

CSP Directory of Supplies of Spanish Materials. Cruzada Spanish Publications, P.O. Box 1269, Homestead, Florida 33030. Supplies resource lists (for Spanish speaking children and adults) which include books, journals, games, films, records and other visual aids, newspapers and posters. (\$2.00)

EPIE Form A 1975-2. Educational Products Information Exchange Institute. 463 West Street. New York, N.Y. 10014.

Guidelines for the Evaluation and Selection of Ethnically Valid Instructional Materials. State Board of Education. Illinois Office of Education. 100 N. First Street, Springfield, Il. 62777.

A Guide to Textbook Evaluation. Task Force for Evaluation of Instructional Materials. P.O. Box 4003, Stanford, CA 94305.

Institute of Modern Languages, 2622-24 Pittman Drive, Silver Spring, Maryland 20910

Interracial Books for Children. Council for the Interracial Books for Children. 1841 Broadway, New York, N.Y.

Native American Evaluations of Media Materials. National Indian Education Association. Project Media. 115 Second Ave. South, 2nd Floor, Minneapolis, Mn.

Books and Materials in English on Puerto Rico and the Puerto Ricans. Newsletter of the Philadelphia Bilingual Programs. The Office of Foreign Languages, Instructional Services, School District of Philadelphia, Supplement April 1971, First Edition. Bilingual Education Unit, July, 1972.

Racism in Career Education Materials. Council for the Interracial Books for Children. 1841 Broadway, New York, N.Y. 10021

Southwest Educational Development Laboratory. c/o National Educational Laboratory Publishers, Inc. P.O. Box 1003, Austin, Texas 78767.